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ABSTRACT

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on the facilitation of transition services for young children. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module provides participants with four major goals: (1) understand the concept and implications of transition; (2) understand transition as both a practice and a process in early childhood and early childhood special education; (3) become familiar with model transition programs; and (4) advocate for best practices. (Contains approximately 90 references.) (DB)

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PROJECT PREPARE

Modules for Competency-Based Personnel Preparation in Early Childhood Education

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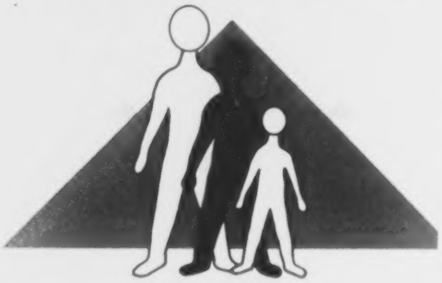

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Ohio Department of Education

Ted Sanders
Superintendent of Public Instruction

Irene G. Bandy-Hedden
Assistant Superintendent of Public Instruction

Jane M. Wiechel, Director
Division of Early Childhood Education

Karen Sanders, Coordinator
Division of Early Childhood Education

Steering Committee

Edward J. Fox
Director, Cuyahoga Special
Education Service Center

Sally E. Pisarchick
Cuyahoga Special Education Service Center

Judy Stahlman
Cleveland State
University

Ann Gradisher
Cuyahoga Special Education Service Center

Philip Safford
Kent State University

Pam Altman
Cleveland Hearing &
Speech Center

Grace Bailey
Cuyahoga Special Education Service Center

Ann Bowdish
Positive Education
Program

Margery Buxbaum
Cuyahoga Special Education Service Center

Cynthia Dieterich-Miller
Cleveland State
University

Linda Edwards
Cleveland Public Schools

Gerald Erenberg
Cleveland Clinic

Judy Hudgins
Family Child Learning
Center

Ronnie Jeter
Cuyahoga County Board
of Mental Retardation/
Development Disabilities

Doris Johanson
Achievement Center for
Children

Nancy Klein
Cleveland State
University

Maria Kaiser
Achievement Center for
Children

Louise Lassiter
Cuyahoga Community
College

Audrey Lowe
Dawn Michalkiewicz
Parent Council
Representatives
Cuyahoga Special Education Service Center

Beth Lynch
Head Start, Cuyahoga
County

Michele Nolan
Lakewood Board of
Education

Colleen Olson
Cuyahoga Community
College

Madeline Rosenshein
Cuyahoga Special Education Service Center

Maria Sargent
Kent State University

Margaret A. Smedley
Cuyahoga Community
College

Bonnie Strickland
Cleveland State
University

Pepper Taylor
Cleveland Public Schools

Cathy Telzrow
Cuyahoga Special Education Service Center

Willa Walker
Cuyahoga Special Education Service Center

Mary-Helen Young
Cuyahoga Special Education Service Center

Jane Wiechel
Ohio Department of
Education, Division of
Early Childhood
Education

Karen Sanders
Ohio Department of
Education, Division of
Early Childhood
Education

PROJECT PREPARE

Modules For Competency-Based Personnel Preparation In Early Childhood

Sally E. Pisarchick
Phillip Safford
Judy I. Stahlman

These modules were developed through a grant funded by
The Ohio Department of Education, Division of Early Childhood Education
to the Cuyahoga Special Education Service Center.

Project Director

Sally E. Pisarchick, Ph.D.
Associate Director
Cuyahoga Special Education
Service Center

Project Assistant

Ann K. Gradisher
Cuyahoga Special Education
Service Center

Research Coordinators and Senior Editors

Judy I. Stahlman, Ed.D.
Assistant Professor
Cleveland State University

Philip Safford, Ph.D.
Professor
Kent State University

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43266-0308

TED SANDERS
SUPERINTENDENT OF
PUBLIC INSTRUCTION

Decade of
EDUCATIONAL
PROGRESS
1990 2000

IRENE BANDY-HEDDEN
ASSISTANT SUPERINTENDENT
OF PUBLIC INSTRUCTION
(614) 466-3708

Dear Educators:

There is, perhaps, no more important issue to address in the field of early childhood education than the professional development of those individuals who work in this field. The results of numerous studies that have been conducted to assess the quality of programs currently available to our nation's young children and their families suggest that the training and quality of staff are critical determinants to quality programming.

In the area of early childhood special education, professional training needs are also recognized as paramount. The number of preschool programs for children with disabilities has grown rapidly in Ohio, thus creating a dramatic increase in the number of trained professionals needed to meet the resulting human resource demands. The training needs of this cadre of teachers, as well as other service personnel who face this challenge, is the focus of *Project Prepare.*

This series of nine competency-based training modules is the result of a commitment on the part of many individuals in the State of Ohio to quality services for young children. Their dedicated efforts are to be commended. *Project Prepare* reflects widely accepted principles of sound early childhood theory and practice; reflecting what we know about the development of all young children, and what we know about the development of young children who have special needs. We hope that these materials assist you in your efforts to provide quality early childhood education programs for all of Ohio's young children.

Sincerely,

Irene Bandy-Hedden

Irene Bandy-Hedden
Assistant Superintendent of Public Instruction

Ted Sanders

Ted Sanders
Superintendent of Public Instruction

ACKNOWLEDGEMENTS

The modules in this set were developed as a result of a commitment on the part of many professionals in the State of Ohio; a commitment to quality services for young children with special needs as well as those who are typically developing. A need was established for compentency-based early childhood personnel training that reflects a commitment to: (1) the integration of children with disabilities and those who are typically developing; (2) developmentally appropriate practice; (3) providing services that value and are sensitive to all diversity in a multicultural, pluralistic society; and (4) effective collaboration between parents and professionals.

The immediate need for a large cadre of well-prepared personnel sensitive to the needs of young children with disabilities was recognized by leadership in the Ohio Department of Education. With the establishment of the Division of Early Childhood Education, a forceful position was taken on behalf of all young children. Funding was then made available to the Cuyahoga Special Education Service Center for research and development in personnel preparation.

We gratefully acknowledge Dr. Irene Bandy-Hedden, Assistant Superintendent of the Ohio Department of Education and Dr. Jane Wiechel, Director of the Division of Early Childhood Education for the role they each played in creating the atmosphere and the arena in which Project Prepare was conceived and implemented. The contribution of Dr. Karen Sanders has been invaluable. Her support, guidance, and attention to detail has strengthened us and enabled us to ensure quality and consistency to the final products of Project Prepare.

We wish to thank the members of the Steering Committee and the Consistency Task Force. Their feedback and endless hours of review supplied input to the process of refining the modules. The professionals on the Reaction Panel contributed insightful feedback during the early stages of module development that enhanced the content and format of the modules. The technical staff, whose dependable assistance was a critical component of our working team provided the day-to-day nitty gritty backup assistance necessary to a quality finished product. Most of all, we would like to thank each member of the Module Development Teams who conceived, delivered, nurtured, and raised the "child" whose name is Project Prepare. We offer this fully functioning child up for adoption to the Special Education Regional Resource Service Centers, without whose membership and continued abiding interest in total quality staff development, Project Prepare would not have been possible.

To all those who provided wisdom in this endeavor, gave an extra hand when it was needed, shared in our frustrations, and laughed with us in our moments of joy, we extend our deepest thanks and gratitude.

CONSISTENCY/FINALIZATION TASK FORCE

Lisa Barnhouse
Hopewell SERRC

Ann Bowdish
Positive Education Program

Denise Byo
Wayne County Board of Education

Dale DeGirolamo
Northern Ohio SERRC

Marlene Graf
West Central Ohio SERRC

Judy Hudgins
Family Child Learning Center

Doris Johanson
Achievement Center for Children

Betty Lord
North Ridgeville City Schools

Beth Lynch
Head Start, Cuyahoga County

Beth May
Mid-Eastern Ohio SERRC

Dawn Michalkiewicz
Cuyahoga Special Education
Service Center

Susan Miller
North Central Ohio SERRC

Vivian Nutter
Hopewell SERRC

Cathy Oriole
East Central Ohio SERRC

Maria Sargent
Kent State University

Valerie Wales
North Central Ohio SERRC

Diane Wells
Lincoln Way SERRC

Barbara Winzenried
West Central Ohio SERRC

REACTOR PANEL

Ann Bowdish
Positive Education Program

Robert Cryan
University of Toledo

Rhonda Dickson
Central Ohio SERRC

Doris Johanson
Achievement Center for Children

Maria Kaiser
Achievement Center for Children

Robert Rahamin
Miami Valley SERRC

Karen Sanders
Ohio Department of Education
Division of Early Childhood

TECHNICAL STAFF

Grant Secretaries . . . . Mary Sommer
Cuyahoga Special Education Service Center

Muriel Leanza
Cuyahoga Special Education Service Center

Graduate Research Assistant . . . . Dawn Michalkiewicz

MODULE DEVELOPMENT TEAMS

ASSESSMENT

Valerie Wales, Northcentral Ohio SERRC
Carol Liles, Early Intervention Center
Colleen Mandell, Bowling Green State University
Ruth Wilson, Bowling Green State University
Pamela Hartz, Early Intervention Center
Susan Miller, North Central Ohio SERRC

FAMILY COLLABORATION

Barbara Winzenried, West Central Ohio SERRC
Janet Adkins, West Central Ohio SERRC
Marlene Graf, West Central Ohio SERRC
Ron Pepple, Hardin County Board of Education
Roxanne Welsh, Shelby County Board of MR/DD

MANAGING BEHAVIORS

Dale DeGirolamo, Northern Ohio SERRC
Elizabeth Lord, North Ridgeville City Schools
Deborah Davie, Huron County Schools

PLANNING

Lisa Barnhouse, Hopewell SERRC
Vivian Nutter, Hopewell SERRC
Amie Henry, Hopewell SERRC
Becky Storer, Southern State Community College
Michele Beery, Early Childhood Consultant

PLAY

Cathy Oriole, East Central Ohio SERRC
Deborah Goodwin, Northwest Ohio SERRC
Edith Greer, Tuscarawas County Board of Education
Margaret MacLearie, Muskingum County Board of Education
Willa Walker, Cuyahoga Special Education Service Center

TECHNOLOGY

Margo Seibert, Mid-Eastern Ohio SERRC
Beth May, Mid-Eastern Ohio SERRC
JoAnn Ireland, Mid-Eastern Ohio SERRC
Linda Weber, North East Ohio SERRC
Madeline Rosenshein, Cuyahoga Special Education Service Center

TRANSITION AND IEP

Diane Wells, Lincoln Way SERRC
Denise Byo, Wayne County Board of Education
Jeannie Defazio, Walsh College
Jan Smith, Malone College
Joyce Davies, Lincoln Way SERRC

INTEGRATION

Judith Hudgins, Family Child Learning Center
Maria Sargent, Kent State University
Bonnie Strickland, Cleveland State University

OHIO'S SPECIAL EDUCATION REGIONAL RESOURCE CENTERS

Central Ohio SERRC
470 Glenmont Avenue
Columbus, Ohio 43214
(614) 262-4545

Cuyahoga Special Education
Service Center
14605 Granger Road
Maple Heights, Ohio 44137
(216) 587-5960

East Central Ohio SERRC
152 Second Street, N.E.
New Philadelphia, Ohio 44663
(216) 343-3355

East Shore SERRC
7900 Euclid-Chardon Road
Kirtland, Ohio 44094
(216) 256-8483

Hopewell SERRC
5799 West New Market Road
Hillsboro, Ohio 45113
(513) 393-1904

Lincoln Way SERRC
1450 West Main Street
Louisville, Ohio 44641
(216) 875-2423

Miami Valley SERRC
1831 Harshman Road
Dayton, Ohio 45424
(513) 236-9965

Mid-Eastern SERRC
420 Washington Avenue, #100
Cuyahoga Falls, Ohio 44221
(216) 929-6634

North Central Ohio SERRC
2200 Bedford Avenue
Mansfield, Ohio 44906
(419) 747-4808

North East Ohio SERRC
409 Harmon Street, N.W.
Warren, Ohio 44483
(216) 394-0310

Northern Ohio SERRC
218 North Pleasant Street
Oberlin, Ohio 44074
(216) 775-2786

Northwest Ohio SERRC
10142 Dowling Road, RR 2
Bowling Green, Ohio 43402
(419) 833-6771

ORCLISH
470 Glenmont Avenue
Columbus, Ohio 43214
(614) 262-6131

Pilasco-Ross SERRC
411 Court Street
Portsmouth, Ohio 45662
(614) 354-4526

Southeastern Ohio SERRC
507 Richland Avenue
Athens, Ohio 45701
(614) 594-4235

Southwestern Ohio SERRC
1301 Bonnell, 3rd Floor Suite
Cincinnati, Ohio 45215
(513) 563-0045

West Central Ohio SERRC
RR #6, Box A-3 North Dixie Highway
Wapakoneta, Ohio 45895
(419) 738-9224

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PROJECT PREPARE GENERAL INTRODUCTION

This module is one of nine competency-based personnel preparation modules designed to prepare professionals to employ best practices to meet the special needs of young children with disabilities. Each module was developed by an outstanding team as part of a statewide collaborative effort called Project Prepare. Project Prepare was funded by the Ohio Department of Education, Division of Early Childhood Education in concert with the network of Special Education Regional Resource Centers.

Each module targets a facet of best practice found to be critical in implementing a free appropriate public education specifically for three- to five-year-old children with disabilities. While this is the age focus of Project Prepare the modules are applicable for serving all young children. The module topics are:

Assessment,

Family Collaboration,

Individualized Education Program (IEP),

Preschool Integration,

Managing Behavior,

Planning,

Play,

Technology,

Transition.

This list of carefully selected topics does not exhaust all aspects of knowledge, skills, attitudes, and values that are important, even essential, in meeting the challenge posed in implementing the amendments, contained in P.L. 99-457, of the Individual with Disabilities Education Act (I.D.E.A.). However, each module does represent a "competency cluster," rather than a single competency, addressing several general objectives, each of which is broken down into specific knowledge, skill, and value/attitude objectives.

The teams were asked to monitor their own work on the basis of carefully determined criteria, which were then used throughout a multi-stage process of review. Several factors were scrutinized in order to keep the content philosophically consistent within each and across all modules. These premises are in harmony with the philosophical position of the Ohio Department of Education, Division of Early Childhood Education which in turn reflects best practices in the field of Early Childhood Special Education. The issues are summarized as follows:

Developmentally Appropriate Practice in accord with principles set forth by the National Association for the Education of Young Children (NAEYC).

Integration of children with disabilities in programs with their typically developing peers.

Collaborative relationships with families.

Attention to the special needs of each child with recognition of the child's abilities, as well as disabilities.

Provision for and valuing of all diversity among young children and their families (e.g., ability, cultural, racial, religious, gender, etc.).

A second criteria the module development teams were asked to consider in monitoring their work was adaptability. Adaptability was defined in three ways. First, each module needed to be adaptable in a demographic sense, that is, responsive to needs in diverse geographic settings (rural, urban, suburban) with diverse populations. Second, each module was designed for potential use with three different groups of participants:

> **General** (e.g., parents, community groups);
>
> **Staff** (direct service personnel, such as teachers and therapists);
>
> **Administrators** (persons in leadership roles, such as building principals and program directors).

Some of each module's content may be applicable to all three potential "audiences" however, in many instances differentiation of content is appropriate, based on the anticipated needs of participants. Thus, while the same goals are indicated for the three groups of participants, these goals are translated in knowledge, skills, and value/attitude objectives appropriate to each group. Differentiation of objectives by audience and by type is shown in the following matrix taken from one of the modules.

GOALS

KNOW THE LEGAL AND ETHICAL BASIS FOR PRESCHOOL INTEGRATION

	GENERAL OBJECTIVE	STAFF OBJECTIVE	ADMINISTRATOR OBJECTIVE
COMPETENCY COMPONENT	Understand the legal and ethical basis for including children with disabilities in typical preschool programs.	Understand the legal and ethical basis for including children with disabilities in typical preschool programs.	Understand the legal and ethical basis for including children with disabilities in typical preschool programs.
KNOWLEDGE	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs.	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs.	Participants will identify the relevant sections from federal law which provide the legal preference for including children with disabilities in typical programs and the ethical issues related to this inclusion.
SKILL	Participants will explain from an ethical perspective, why children with disabilities should participate in typical preschool programs.	Participants will list "supplemental services" which might be necessary to enhance the participation of children with disabilities in typical programs.	Participants will synthesize legal requirements and ethical considerations related to inclusion by predicting the outcome of cases for specific children.
VALUE/ATTITUDE	Participants will list potential benefits of inclusion for children, families, and teachers.	Participants will give personal opinions of potential benefits of including children with disabilities in typical programs and means to make this inclusion possible.	Participants will generalize a philosophy statement to guide a school system in the direction of inclusion.

The third form of adaptability is implied by the term module itself. Each module is intended to have an "accordion-like" quality so that, while each is a complete "package" entailing about five hours of instruction, sections can be selected, at the discretion of the group leader, depending upon: (1) needs of the participants, and (2) time availability. The module is also adaptable in the sense that it can be used for individual self-instruction as well as group instruction by a leader.

Other criteria employed in developing and refining the modules were:

- The **goals** for the module are clear to the leader and to the participants.
- Each **activity** is congruent with the objective with which it is associated.
- The module is, insofar as possible, **self-contained and self-sufficient** — that is, all needed materials are provided or readily available.
- **Terms** are appropriately used and clearly defined.
- The module is designed to hold the **interest and motivation** of those using it.

For each objective, a matrix identifies enabling activities, resources for use in conducting these activities, and leader notes (suggestions, possible supplemental materials, etc.). The following example of a matrix from one module is representative of this plan of organization and illustrates how resources and notes are linked to activities.

LEVEL: STAFF

GOAL: Comprehend the significance of play in the development of young children.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will understand (recognize) the relationship between play and the developing child.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
10. Discuss stages of play that children experience as viewed by several theorists. - Mildred Parten - Piaget - Sara Smilansky - Others	10. Use Handouts *Mildred Parten's Developmental Stages of Social Play* *Piaget's Theory of Play* *Sara Smilansky* *Others*	10. Read Chapter 11, *Teaching Infants and Preschoolers with Handicaps* by Bailey and Wolery. Read *Special Needs: Play and Learning*. Also read *Play As A Medium for Learning & Development. A Handbook of Theory and Practice* by Bergen.
11. Review *Four Trends Pertinent to Play*.	11. Use Transparency *Four Trends*	11. Read and study leader notes, *Four Trends Pertinent to Play*.
12. Review stages of cognitive play.	12. Use Handout *Stages of Cognitive Play*	12. Cognitive play is used here as one example. If time permits, other domains could be discussed.
13. Review the way play can contribute to the preschool child's overall development.	13. Use Transparencies *As Adults* *All people ...*	13. Read Chapter 11, *Teaching Infants and Preschoolers with Handicaps* by Bailey and Wolery. Read Section 2 in *Play As A Medium for Learning and Development* by Bergen.

Enabling Activities — This column lists the recommended activities that will lead to the accomplishments of the objectives.

Resources — The materials listed in this column are those needed to complete the recommended activities

Leader Notes — Special recommendations to the in-service leader on conducting the suggested activities are provided in this column.

MULTI-STAGE PROCESS OF DEVELOPMENT AND REVIEW

Having identified their respective topics, the teams developed their modules during the 1990-91 school year, sharing progress reports at a series of planning meetings. This stage culminated in more formal presentations of the "work-in-progress" to members of all module development teams, Project Prepare staff, and a Reactor Panel. Comments and suggestions elicited through this process were incorporated in feedback meetings of the Reactor Panel with each team.

Throughout the 1991-92 school year, a two-stage field test procedure was implemented. First, each team presented a five-hour training session of their module at a primary training site. Evaluation data obtained from these sessions included feedback from the leaders, the participants, and also an invitational group of observers. Observers included steering committee members, members of other teams, and project coordinating staff. Participants in each primary training session were given the opportunity to participate in secondary training, that is, to conduct a five-hour training session using any of the nine modules, providing similar evaluation data. A total of 18 secondary training sessions were held. The results of the primary and secondary training yielded data used in considering modifications.

Overall, both participants and leaders who supplied feedback on the field test sessions were very positive about the training and materials. A total of 484 surveys were completed by in-service participants. Those who responded represented individuals from diversely populated areas: rural (37%), urban (16%), urban and suburban (14%), rural, urban and suburban (14%), suburban (8%), and rural and urban (7%). Almost all (98%) felt that the activities presented at their sessions related to the in-service topic. A similar response was found for consistency with philosophical premises. Most believed that the in-service training was consistent with developmentally appropriate practice (98%), exceptionality appropriate practice (90%), integration (91%), and family and professional collaboration (93%). The majority of those who did not respond positively to these items on consistancy "did not know" whether or not there was consistency.

The greatest amount of disagreement was found on the item which asked whether the training was sensitive to multicultural issues. Seventy two percent of those responding indicated "yes," while 16% said "no" and 16% "did not know." As a result of this feedback the issue of sensitivity to diversity was strengthened in the materials during the final revision.

Additional positive feedback from participants showed that 93% felt that activities were appropriate for the audience, 96% believed the interest level was acceptable or terrific and 95% would recommend the training to others. No significant differences were found among responses from different types of audience participants (i.e., teachers, psychologists, parents, etc.) or among groups from varied populations (i.e., urban, rural, suburban, etc.).

The feedback provided by the 21 in-service leaders who completed response surveys was quite similar to that shared by the participants. Most (91%) felt that the materials allowed them to meet their objectives and that activities related to the goals stated in the modules. Almost all believed that the materials were consistent with developmentally appropriate practice (95%), exceptionality appropriate practice (95%), integration (94%), and family and professional collaboration (95%). Sixty three percent of the leaders responding believed that the materials were also sensitive to multicultural issues, while 31% "did not know," and 5% felt that they did not adequately address this premise. As stated above, this information was used to identify and make needed revisions.

In addition, most leaders (88%) found the activities to be appropriate for all audience participants and that materials were designed to accommodate various audiences (91%). All (100%) found the interest level to be acceptable or terrific. Seventy five percent of the leaders noted that all required materials were provided and 95% believed that module materials could be used for in-service training sessions that varied in length (i.e., amount of time).

In regard to the use of the modules by leaders, most found them easy to use (95%), well organized (84%), to have clear directions (94%), and to have clear (100%), and complete (89%) leader notes. Minor revisions were made following the field test to increase these charateristics in the set.

Strong support by the leaders for the competency-based modules was found in the fact that all (100%) reported that they would use the same module again and many (89%) said that they would use other modules in the set. Finally, all leaders (100%) indicated that they would recommend the modules to other professionals who conduct in-service training.

Each module development team having made every effort to insure that their product satisfied each of the basic criteria, then used the feedback to refine and modify their final product. During the entire process each module was subjected to conscientious and detailed peer review. Directives ranged from minor editorial changes to significant and substantive additions, deletions, and reworkings. Team cooperation and genuine enthusiasm was evident throughout the entire process, as was their creativity, resourcefulness, thoroughness, and skill. Their efforts combined with the expertise and conscientious work of the Project's Steering Committee, cross-module review teams, the Reactor Panel, internal and external expert reviewers, and the Project Consistency/Finalization Task Force made for a truly collaborative project and a total quality product.

PROJECT PREPARE

Module Introduction

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Facilitating the Transition of Young Children Between Environments

MODULE DEVELOPMENT TEAM

from

Lincoln Way SERRC

Denise Byo
Supervisor
Wayne County Board of Education

Jean DeFrazio, Ph.D.
Professor
Walsh College

Jan Smith
Associate Professor
Malone College

Joyce Davies
Lincoln Way
SERRC

Diane L. Wells
Team Leader

ACKNOWLEDGMENTS

Lincoln Way Special Education Regional Resource Center
Paul Hood, Chairperson, Governing Body
M. Louise Spence, Ph.D., Director
Diane L. Wells, E.C.P. Coordinator
Joyce Davies, I.R.C. Coordinator
Anita DeHoff, Secretary
Judi Reed, Secretary
Judy Saliola, Library Aide

Consultants
Karen Spector Clegg
Carol Quick

Review Team
Tedd Doll, Director, Jackson Local S.D.
Stephanie Gerber, E.C.S.E. Teacher, N. Canton City S.D.
Nancy Haas, E.C.S.E. Teacher, Massillon City S.D.
Carol Lichtenwalter, Parent, Perry Local S.D.
Marge Miller, Parent, Louisville City S.D.
Kathy Patterson, D.H. Teacher, Lake Local S.D.
Sue Ross, Parent, Lake Local S.D.
Dr. Philip Safford, Professor, Kent State University
Carla Unkefer, Director, Community Action of Wayne/Medina

Resource Team
Retta Beight, Supervisor, Columbiana County Board of Education
Rich Hohan, Director, Stark County Board of MR/DD
Dr. Lois Bennett, Director, Rittman E.V.S.D.
Trudy Jones, Director, N. Canton City S.D.
Evelyn Calhoun, Director, Canton Local S.D.
Mary Elaine Lyden, Supervisor, East Liverpool City
Sue Coleman, Principal, Wayne County Board of MR/DD
Rogalinda McDonald, Licensing Specialist, Ohio Department of Human Services/
Canton District Office
Dr. Martha Cook, Professor, Malone College
Jane Deal, Supervisor, Stark County Board of MR/DD
Linda Psomiades, Director, Plain Local S.D.
Arthur Garnes, Director, Alliance City S.D.
Pat Smith, Play-n-Learn Preschool
James Gembar, Director, Salem City S.D.
John Tooley, Director, Louisville City Schools
Suzanne Griffiths, Director, Westbrook Park Nursery School
Pam Vann, Supervisor, Lorain/Stark Head Start

ABSTRACT

This is one in a series of modules for competency-based training which focuses on the facilitation of transition services for young children. Competency components, objectives, and enabling activities are provided as a means to assist participants to: (1) understand the concept and implications of transition; (2) to know transition as a *practice* and a *process* in Early Childhood and Early Childhood Special Education; (3) to become familiar with model transition programs; and (4) to advocate for best practices. Resources are included for leader preparation and presentation as well as for participant study. Additional resources are recommended which may be obtained through the SERRC network.

PHILOSOPHY

The rationale for transition includes consideration of the primary needs of a child, assurances of continuity in services providing for those needs, and collaboration between and among families and professionals. These elements are consistent with developmentally appropriate practice philosophy and views growth on a developmental continuum.

To the extent that individuals have needs that exceed those of the larger society, transition planning and services require a more intense process for successful implementation. This intensity is reflected by the term "exceptionality-appropriate" practices. The intent of these goals is not only to support those practices but also to promote transition planning/services to decreasingly restrictive/increasingly supportive environments.

This module was developed for the purpose of promoting successful transition planning and services in Early Childhood Education and Early Childhood Special Education. Transition is considered to be a critical component of service delivery for all young children and has important implications for young children with disabilities. The module is designed in such a way that there is a continuing evolution from an initial foundation of knowledge, skills and values/attitudes to a level of competency.

GOALS

The goals for this module are as follows:

1. Understand the concept of transition and its implications for young children, their families, and early childhood programs.

2. Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

3. Understand transaction planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

4. Be informed of model practices and processes in transition planning.

5. Apply the cumulative base from Goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

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GOAL #1 Understand the concept of transition and its implications for young children, their families, and early childhood programs.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Understand the concept as it relates to programs for young children.	Understand the concept as it relates to program practice.	Understand the concept as it relates to program delivery.
Knowledge Objectives	Participants will demonstrate an understanding of a variety of definitions of the term "transition."	Participants will demonstrate an understanding of a variety of definitions of the term "transition."	Participants will demonstrate an understanding of a variety of definitions of the term "transition."
Skill Objectives	Participants will discuss these definitions in the context of programs for young children.	Participants will apply these definitions to program practices.	Participants will develop a consensus statement of current practices.
Attitude Objectives	Participants will appreciate the importance of transition services for young children.	Participants will value transition services as a critical component of program delivery.	Participants will regard transition planning as a means of increasing the efficacy of program delivery.

GOAL #2 Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Know the foundations and components of a transition plan.	Be able to develop a transition plan which reflects requirements and philosophy.	Be able to implement revisions in administrative procedures (e.g., IEP content).
Knowledge Objectives	Participants will recognize the key elements of the transition process required by *Rules*.	Participants will identify the key elements required by *Rules*.	Participants will identify the key elements required by *Rules*.
Skill Objectives	Participants will develop a transition planning procedure which incorporates the elements.	Participants will apply these elements to an Individual Transition Plan.	Participants will determine administrative practices needed to implement.
Attitude Objectives	Participants will identify philosophy statements that reflect developmentally appropriate practice, least restrictive environment, and collaboration.	Participants will state a philosophy which reflects developmentally appropriate practice, least restrictive environment and collaboration.	Participants will respect the legal foundation of transition planning.

GOAL #3 Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Be knowledgeable of strategies necessary to achieve the match.	Be knowledgeable of strategies necessary to achieve the match.	Be knowledgeable of strategies necessary to achieve the match.
Knowledge Objectives	Participants will show awareness of methods that can be used to assess needs/service discrepancies.	Participants will discuss a variety of methods to assess needs/service discrepancies.	Participants will identify administrative procedures to promote this process.
Skill Objectives	Participants will prepare a worksheet for a transition meeting.	Participants will design a process based on a multifactored team report.	Participants will develop training and technical assistance needs listing.
Attitude Objectives	Participants will value child- and family-centered processes.	Participants will value child- and family-centered processes.	Participants will value child- and family-centered processes.

GOAL #4 Be informed of model practices and processes in transition planning.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Be able to promote model ECE/ ECSE transition practices.	Be able to implement model ECE/ ECSE transition practices.	Be able to implement model ECE/ ECSE transition practices.
Knowledge Objectives	Participants will learn the characteristics of model transition practices in ECE.	Participants will learn the characteristics of model transition practices in ECE.	Participants will learn the characteristics of model transition practices in ECE.
Skill Objectives	Participants will develop a model based on those best practices in ECE/ECSE.	Participants will develop a model based on best practices in ECE/ ECSE with revised strategies.	Participants will develop a model based on best practices in ECE/ ECSE with revised strategies.
Attitude Objectives	Participants will promote best practices in providing transition services in ECE/ECSE.	Participants will promote best practices in providing transition services in ECE/ECSE.	Participants will promote best practices in providing transition services in ECE/ECSE.

GOAL #5 Apply the cumulative base from Goals 1-4 to model practice, process, and advocacy for young children, including those with disabilites, in the delivery of transition services.

AUDIENCES

	GENERAL	STAFF	ADMINISTRATOR
Competency Component	Synthesize and apply knowledge, skills, and values/attitudes to best practice philosophy.	Synthesize and apply knowledge, skills, and values/attitudes to best practice philosophy.	Synthesize and apply knowledge, skills, and values/attitudes to best practice philosophy.
Knowledge Objectives	Participants will state definitions of developmentally and exceptionality-appropriate practices.	Participants will state definitions of developmentally and exceptionality-appropriate practices.	Participants will state definitions of developmentally and exceptionality-appropriate practices.
Skill Objectives	Participants will apply skills from Goals 1-4 to case examples of two children.	Participants will apply skills from Goals 1-4 to case examples of two children.	Participants will apply skills from Goals 1-4 to case examples of two children.
Attitude Objectives	Participants will advocate for DAP and EAP by informing others.	Participants will advocate for DAP and EAP by informing others.	Participants will advocate for DAP and EAP by informing others.

GLOSSARY

Adapt: Changing or modifying the time (schedule), space, materials, or expectations of the environment to better meet the needs of an individual child or class.

Adaptive behavior: Addresses self-help, independent functioning, and personal and social responsibility as is appropriate for a same-age peer and according to one's cultural group.

Adaptive computer access: Use of an alternative input device for the computer which gives the student with disabilities an alternate means of access when the regular keyboard may not be appropriate. These include expanded keyboards, switches, touch windows, joysticks, and voice input.

Adaptive firmware card: A special card placed inside the Apple computer which allows transparent access to commercial software by any one of 16 input methods, including scanning, Morse code, expanded keyboards, and adaptive keys.

Adaptive keyboard: An alternative keyboard usually attached to the computer with an adaptive firmware card. Adaptive keyboards are generally programmable and allow the student to send information to the computer in the most efficient form based on individual needs.

Age appropriate: Experiences and/or a learning environment that support predictable growth and development in the physical, social, emotional, and cognitive domains that are typical for children at specific chronological ages.

Anecodotal records: A brief account of a situation that provides a factual description of an incident, behavior, or event.

ANSI: American National Standards Institutes: Institute which adopted a standard for the threshold of normal hearing.

Anti-bias curriculum: Developmentally appropriate materials and equipment which project an active/activist approach to challenging prejudice, sterotyping, bias, and "isms."

Appropriate environment: Surroundings that are suited to both the age and the individuality of all children present.

Appropriate practice: Techniques or a style used with young children that is age and individually appropriate.

Assertive: To maintain or defend rights without being hostile or passive.

Assessment: The collection of information through different types of procedures such as criterion-referenced tools, norm-referenced tools, observation, interviews, and anecdotal records.

Assistive device: Any specific aid, tool, or piece of equipment used to assist a student with a disability.

Associative play: A type of play in which a child plays with others in a group and subordinates his/her individual interest to the interests of the group.

At-risk: Students that have a greater chance of experiencing difficulties developmentally or at school due to social, economic, environmental, or biological factors.

Augmentative and alternative communication (AAC): An integrated group of symbols, aids, strategies, and techniques used by a student to enhance communication abilities. The system serves to supplement the student's gestural, spoken and/or written communication abilities. AAC strategies include the full range of approaches from "low tech" concrete and symbolic ones to "high tech" electronic voice out-put systems.

Battery device adaptor: Adaptation which allows a battery-operated device to be activated by a switch.

Boot: The process of turning the computer on and loading a program into memory.

Byte: The area of storage needed for storing a single character of the alphabet in memory. One thousand twenty four bytes are equivalent to one K of memory. One byte is made up of eight on/off electronic impulses called "bits." Knowing how much memory is available on your computer will ensure appropriate planning for software selection.

Categorical orientation: A philosophical approach to assessment designed to yield a diagnostic label; labeling a child according to some presumably underlying condition (e.g., learning disability, mental retardation, or behavior disorder).

Center-based services: Educational services that are provided at a central location, typically through a classroom type format.

Character: Refers to any letter, number, punctuation mark, or space used to represent information on the computer.

Child-initiated activity: An activity selected by a child with little or no intervention by another child or adult.

Close-ended materials: Materials that have one or two ways in which children can play with them and which offer few opportunities for creativity and experimentation.

Cognition: Application of intellect as opposed to feelings/affect in mental processes.

Collaboration: Interaction between people to solve a problem; working and sharing together for a common goal.

Collaborative: A group of agencies and parents working together to ensure quality services for young children with disabilities.

Communication skills: Receptive and expressive language, facial expressions, body language, gestures, etc. that allow a child to respond across settings.

Computer: It is the processing unit, memory, and power supply source of the computer system. Attached to the computer are the monitor, the input device (e.g., keyboard), and the disk drive. [Also called the central processing unit (C.P.U.).]

Computer assisted instruction (CAI): Refers to all instruction which is conducted or augmented by a computer. CAI software can target the full range of early childhood curricular goals, with formats that include simple exploration, educational games, practice, and problems solving.

Computer switch interface: Device which allows single switch access to a computer.

Constructive play: Play in which a child purposefully manipulates materials in order to build structures and produce novel or conventional creations.

Control unit: The unit that enables electrical devices to be activated by a switch.

Cooperative play: Play in which a child plays with other children in activities organized to achieve a common goal, may include interactive dramatic play or formal games.

Co-playing: Occurs when an adult joins in an ongoing play episode but lets the children control the course of the play.

Criterion-referenced tests: Evaluation tools which are specifically constructed to evaluate a person's performance level in relation to some standard.

Curriculum-based assessment: An assessment of a child's abilities or behaviors in the context of a predetermined sequence of curriculum objectives.

Cursor: The small blinking symbol on the monitor which indicates that the computer is waiting to receive information.

Dedicated device: A device containing a computer processor dedicated strictly to processing and producing voice output.

Developmental: Having to do with the typical steps or stages in growth and development before the age of 18.

Developmentally appropriate: The extent to which knowledge of child development is applied in program practices through a concrete, play oriented approach to early childhood education. It includes the concepts of age and individual appropriateness.

Developmentally appropriate curriculum: A curriculum planned to be appropriate for the age span of the children within the group and is implemented with attention to individual and differing needs, interests, and skills of the children.

Developmentally appropriate practice (DAP): Curriculum which is appropriate to the age and individual needs of children.

Differentiated referral: Procedures for planning, implementing, and evaluating interventions which are conducted prior to referral for multifactored evaluation.

Digitized speech: Speech that is produced from prerecorded speech samples. While digitized speech tends to be more intelligible and of higher quality than synthesized speech other factors such as the speaker system play into the overall effect.

Direct selection: A selection which is made on a computer through either a direct key press or use of a light to directly point to the desired key.

Discrepancy analysis: A systematic assessment process in which skills required for a task are identified and compared to a child's current skills to determine the skills that need to be taught or for which adaptations need to be made.

Disk: The item used to store computer programs. [Also known as a diskette or floppy disk.]

Disk drive: Component of computer system which reads program information stored on disk.

Documented deficit: Area of development or functioning for a child that has been determined to be delayed based on data obtained through structured interview, structured observation, norm-referenced and criterion-referenced/curriculum-based assessments.

Domain-referenced tests: Evaluation instruments which emphasize the person's performance concerning a well-defined level or body of knowledge.

Dramatic play: Play in which a child uses objects in a pretend or representational manner. [Also called symbolic play.]

Eligibility: Determination of whether a child meets the criteria to receive special education services.

Evaluation: A comprehensive term which includes screening, assessment, and monitoring activities.

Event Sampling: A type of systematic observation and recording of behaviors along with the conditions that preceded and followed them.

Expanded keyboard: Larger adapted keyboards that replace the standard keyboard for a child whose motor control does not allow an efficient use of a regular keyboard. With the use of special interfaces, the size and definition of the keys can be alterd based on the needs of the child.

Expectations: The level of behavior, skill, and participation expected within the classroom environment.

Exploratory play: Play in which a child learns about herself and her world through sensory motor awareness and involvement in action, movement, color, texture, and sound. Child explores objects and the environment to find out what they are about.

Family: Parents and their children; a group of persons connected by blood or marriage; a group of persons forming a household.

Fixed vocabulary: Vocabulary that has been pre-programmed by the manufacturer within a communication device. In some cases it can be altered. In other cases, revisions must be submitted to the manufacturer for re-programming.

Formative evaluation: The collection of evaluation data for the purpose of supporting decisions about the initial and ongoing development of a program.

Functional approach: A philosophical orientation to assessment and curriculum which seeks to define a child's proficiency in critical skills necessary for the child to be successful at home, at school, in the community, etc.

Functional play: Play in which a child repeats simple muscular movements or utterances. The repetitive action provides practice and allows for exploration.

Funding advocate: Individual who assumes critical role of developing a funding strategy, pursuing appropriate sources and patiently advocating on behalf of the child until funds are procured.

Funding strategy: A methodical play developed by the funding advocate for procuring funding which is based on a determination of unique individual needs and an understanding of the resources and requirements of appropriate systems.

Generalization: The integration of newly-acquired information and the application of it to new situations.

Graphics: Pictures and other visual information generated by the computer.

Grief: Reaction to loss; feelings parents may experience when confronted with information about their child's disability.

Hardware: Refers to all electronic and mechanical components making up the computer system, including the computer, monitor, disk drive, printer, and peripherals.

I.D.E.A.: Individuals with Disabilities Education Act.

Identification: The process of locating and identifying children who are eligible for special education services.

Imaginative play: Play in which a child uses toys or objects for imitation, role-playing, and pretending.

Incidental learning: Information learned in the course of play and other informal activities without the need for any specific teaching.

Individual appropriateness: Experiences that match each child's unique pattern of growth, personality, learning style, and family/cultural background.

Individual Family Service Plan (IFSP): A written plan for an infant or toddler developed jointly by the family and appropriate qualified personnel.

Individualized Education Program (IEP): A written education plan for a preschool or school-aged child with disabilities between the ages of three and 21 which is developed by a professional team and the child's parents.

Informal tests: Measures that are not standardized and are developed to assess children's learning in a particular area.

Initialize: A necessary process for preparing a computer disk to store information for the first time. Any information on the disk will be erased when the disk is initialized.

Input device: Any component or peripheral device which enables the child to input information to the computer. While the keyboard is the most common, other input devices include switches, adapative keyboads, joysticks, power pads, and touch windows.

Integrated preschool: A preschool class that serves children with disabilities and typically developing peers in the same setting.

Integration: Participation of children with disabilities in regular classroom settings with typically developing children.

Integration (of technology): A process in which assistive technology is effectively utilized to provide a child who has disabilities equal opportunity to participate in ongoing curricular activities. It involves using technology to augment internal capabilities in the accomplishment of desired outcomes in academic, social, domestic, and community settings and involves awareness-building on the part of all staff and peers.

Interdisciplinary: A model of team organization characterized by professionals from several disciplines who work together to design, implement, and document goals for an individual child. Expertise and techniques are shared among the team so all members can assist the child in all domains; all members assess or provide direct service to the child.

Interface: A connection between a computer and an add-on peripheral device.

Interface card: A circuit board which can be inserted into one of the expansion slots to add specific capabilities to the computer. Examples are Adaptive Firmware Card™ or Echo™.

Interpersonal communication: Communication with others.

Intrapersonal communication: Communication with oneself.

I/O game port: Ports located on or in the computer that allow the user to plug in peripheral devices.

Itinerant services: Services provided by preschool special education teachers or related services personnel which occur in the setting where the child or the child and parent(s) are located as opposed to providing services at a centralized location.

Joy stick: An input device for the computer which has a control stick and two buttons. Rotating the stick moves the cursor in a circle. Pressing the buttons can control other program features.

K: Stands for kilo or 1,000 (actually 1,024) bytes of memory. A computer with 64K has storage for 64 kilobytes of data.

Keyguard: A plastic or metal sheet with finger-sized holes that covers a standard or alternative keyboard to help children who have poor motor control to select the desired keys.

LEA (Local Education Agency): The public school district which is responsible for a student's education.

Leaf switch: Flexible switch that is activated when bent or gently pressed.

Least restrictive environment (LRE): To the maximum extend appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Manipulative play: Play in which a child acts upon objects in order to physically explore and control the objects.

Mask: A cardboard or plastic device that is placed over keyboard sections on a computer or communication device to block out unnecessary keys and assist the child in focusing on the target keys for a particular function.

Maximize: Making maximal use of the materials and environmental cues readily available in the typical early childhood environment in order to enhance the participation skills of children with disabilities within that classroom setting.

Megabyte: A unit of measure for computer memory. One megabyte equals 1,048,576 bytes or characters.

Memory: Computer chips which have the capacity to store information. Information stored in Read Only Memory (ROM) is stored permanently for the computer and cannot be erased. Random Access memory (RAM) is a temporary storage area for programs and data. RAM is erased when the computer is turned off and therefore must be stored on a disk or hard disk drive.

Mercury (tilt) switch: Gravity sensitive switch which activates when tilted beyond a certain point.

Modem: A peripheral device which allows a computer to send and receive data from another computer over the telephone lines.

Monitor: A screen which provides a visual display of the information being processed by the computer.

Motor planning: The discovery and execution of a sequence of new, non-habitual movements. Examples: Climbing through an unfamiliar obstacle course, learning to remove a sweatshirt or to tie a bow. Once the sequence is learned, it does not require motor planning to repeat it.

Mouse: A computer device that controls the pointer on the monitor. By clicking a mouse, a child can provide input to the computer.

Multifactored assessment: An evaluation of more than one area of a child's functioning so that no single procedure shall be the sole criterion for determining an appropriate educational decision. Such an evaluation includes professional staff from many disciplines.

Multidisciplinary; A model of team organization characterized by professionals from several discipines working independently who relate information concerning their work with an individual child to each other but do not coordinate, practice, or design a total educational program together.

Muppet learning keys: A touch sensitive keyboard designed specially for use with children. Letters and numbers are arranged in sequence, and keys are marked with colorful Muppet characters.

Norm-referenced tests: Tests that compare the performance of an individual against a group average or norm. Such tests often utilize standard scores, percentile ranks, age equivalencies, or developmental quotients.

Object permanence: The recognition of the existence of objects by children even after all or part of it is out of sight. Peek-a-boo is an early game to help baby begin to develop object permanence.

Observation: To take notice or pay attention to what children say and do in order to gather and record information for the purpose of interacting more effectively with them.

Open-ended materials: Materials which offer a wide range of opportunities for creativity and experimentation and that do not have just one or two ways in which a child can play with them.

Output: Any information that is transferred from the computer to another device such as a printer or speaker.

Output device: Any device that receives information from the computer and makes it available to the child in an understandable form. Output devices include monitors, printers, and speech synthesizers.

Overlay: Paper or plastic sheet which fits over a computer keyboard or electronic communication device containing symbols or icons depicting the information stored in the active areas below.

Parallel play: A situation in which a child plays independently with materials similar to those used by children playing in close proximity. Social contact is minimal.

Peer-initiated acitivity: A child becomes involved in an activity following the observation of a peer engaged in play or through invitation by that peer.

Peripheral: Any hardware device which is outside, but connected to, the computer. Peripherals include input and output devices such as joysticks, touch windows, adaptive keyboards, speech synthesizers, and printers.

Physical play: Action that is frequently social, may be competitive, and includes rough-and-tumble activities.

Plate switch: The most common type of switch. Downward pressure on plate causes circuit to be completed and connected object will be activated.

Play: Freely chosen, spontaneous, and enjoyable activities which assist in organizing cognitive learning, socialization, physical development, communication, etc.

Play-based assessment: Assessing children in a natural play-oriented setting as opposed to a traditional assessment environment in which the examiner controls the child's behavior through standardized testing procedures.

Play tutoring: An adult initiates a new play episode taking a dominant role and teaching the child new play behaviors.

Port: A socket on the back panel or on the logic board of the computer for connecting peripheral devices.

Power pad: A touch sensitive pad used as an alternate means of accessing the computer. Overlays define press areas necessary to activate special software programs.

Practice play: Involves the child's pleasurable repetition of skills that have been previously mastered.

Pressure sensitivity: Refers to the amount or degree of touch sensitivity required to activate a device.

Preventative approach to managing behavior: Adults set the stage for an environment that is child-centered, based on developmentally appropriate activities, expectations, and techniques, and organized to address positive discipline.

Printer: The device which produces a printed "hard copy" of the text or graphics from the computer.

Program: A set of instructions for the computer which allows it to carry out a specific function or task.

Programmable vocabulary: Refers to communication devices that can be programmed on site, as opposed to being returned to the manufacturer for programming.

Public domain software: Programs which are not copyrighted and are available for copying.

Public Law 94-142: A law passed in 1975 requiring that public schools provide a "free, appropriate public education" to school-aged children regardless of handicapping conditions (also called the Education of the Handicapped Act).

Public Law 99-457: *The Education of the Handicapped Act Amendments of 1986.* This law mandated services for preschoolers with disabilities and established the Part H program to assist states in the development of a comprehensive, multi-disciplinary, and statewide system of early intervention services for infants and toddlers (birth to age three).

Public Law 101-476: *The Education of the Handicapped Act Amendments of 1990.* This law changed the name of EHA to the Individuals with Disabilities Education Act (I.D.E.A.). The law reauthorized and expanded the discretionary programs, mandated that transition services and assistive technology services be included in a child's or youth's IEP, and added autism and traumatic brain injury to the list of categories of children and youth eligible for special education and related services among other things.

Pure-tone hearing test: Test that detects hearing loss using pure tones (frequencies) varing from 250 Hz to 8,000 Hz. This is the range that includes most speech sounds.

Rating scales: Tests used in making an estimate of a child's specific behaviors or traits.

Reliability: A measure of whether a test consistently measures what it was designed to measure. The focus is on consistency.

Role release: Mutual sharing of knowledge and expertise by professionals on a team in order to enhance service delivery to the child and family which enables each team member to carryout responsibilities traditionally assigned to another member of the team.

Running record: A narrative description involving a record of a child's behavior and relevant effects for a period of time.

Scanning: A process by which a range of possible responses is automatically stepped through. To select a response, the child activates the switch at the desired selection.

Screening: A process of identifying and referring children who may have early intervention needs for further assessment.

Self-control: The voluntary and internal regulation of behavior.

Shareware: Public domain software available for trial use prior to purchase.

Sip 'n puff: A type of switch which is activated by sipping or puffing on tubing.

Social competence: The ability of a child to interact in a socially acceptable and developmentally appropriate manner.

Software: The programs used by the computer which are available on both 3.5″ and 5.25″ disks.

Solitary play: A situation in which a child plays alone and independently with materials different from those used by children playing in close proximity. No social contact occurs.

Speech synthesizer: An output device which converts electronic text characters into artifical speech. A circuit card interfaces the computer and speaker, enabling the production of "spoken" output.

Standardized tests: Tests which include a fixed set of times that are carefully developed to evaluate a child's skills or abilities and allow comparison against a group average or norm.

Structured interview: An interview employing carefully selected questions or topics of discussion.

Structured observation: A situation in which the observer utilizes a predetermined system for recording child behaviors; also referred to as a systematic observation.

Structured play: Carefully planned activities with specific goals for adult/child, child/child, or child/materials interaction.

Summative evaluation: Evaluation strategies designed to measure program effectiveness.

Switch: A device that can be used to control an electronic object. A switch can be used as an alternative means of accessing an electronic toy or appliance, communication system, mobility device, or computer.

Switch interface: A connection between a switch and the object being controlled. A timer is an interface used to control how long the item will remain turned "on."

Switch latch interface: An interface which turns a device on and then off with each switch activation.

Symbolic play: Play in which a child uses one object to represent or symbolize another.

Synthesized speech: Speech that is produced by blending a limited number of sound segments. Because it is simply a combination of established sounds, it tends to sound robotic.

Systematic intervention: An approach which utilizes data collection to determine the effectiveness of the intervention.

Systematic observation: See "Structured Observation."

Tactile: Having to do with the sense of touch.

Teacher-directed activity: An activity in which the adult initiates and continues to supervise children's play. This type of supervision can be used to direct children, help them learn to initiate and attend to an activity, and to provide reinforcement for their participation.

Teacher-initiated activity: One in which the adult brings attention to an activity, but withdraws as children become involved and play on their own.

Time sampling: A type of systematic observation whereby tallies are used to indicate the presence or absence of specified behaviors over short periods of time.

Touch window: A touch sensitive screen designed as an alternative means of accessing the computer. The child simply touches the screen (attached to the monitor) to provide input to special computer programs.

Transdisciplinary: An effective team approach to IEP development and problem-solving which involves "role release" on the part of the team members resulting in problem-solving through a mutual sharing of all disciplinary perspectives. One professional is assigned the role of "primary" service provider.

Typically developing child: A child who is not identified as having a disability.

Unicorn keyboard: An alternative computer keyboard for use when a standard keyboard may not be accessable; 128 one-inch square keys can be redefined to create larger areas to accommodate the physicial capabilities of the child.

Unidisciplinary: Professionals from various disciplines (education, speech, motor, etc.) provide intervention services to the same child with little or no contact or consultation among themselves.

Unstructured play: Adult observes the child's play and attempts to fit into and be responsive to the play to the degree that the child allows or seems interested.

Validity: A measure of whether test items measure the characteristic(s), aptitude, intelligence, etc. that they were designed to measure.

VOCA: Voice output communication aid. This term refers to any electronic AAC approach which produces voice output.

Voice input: A voice recognition system which enables the computer to receive, recognize, and convert human voice input into data or other instructions.

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PROJECT PREPARE

Leaders Planning Guide
and
Evaluation Form

Transition

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LEADER PLANNING GUIDE

In order to assure successful in-service presentations, a number of critical items must be addressed by the leader before, during, and after the training day.

Before the Training Day:

______ Arrange for setting (e.g., meeting room, chairs, lunch, and audio visual materials and equipment)

______ Prepare and disseminate flyer

______ Review module and prepare presentation
  a. Review Glossary
  b. Collect or prepare materials needed for selected activities (e.g., toys, videos)

______ Duplicate necessary overheads and handouts

______ Prepare and duplicate agenda

______ Duplicate Pre/Posttest
(May be sent before session and returned with registration in order to assist in planning)

______ Duplicate participant evaluation form

______ Prepare a sign-in form in order to gather name and position (discipline) of participants

During the Training Day:

______ Require each participant to sign in

______ Provide each participant with:

  ______ Agenda

  ______ CEU information (if applicable)

  ______ Pre/Posttest

  ______ Necessary handouts

  ______ Participant evaluation form (end of the day)

______ Explain CEU process (if applicable)

______ Explain participant evaluation process

______ Have participants complete Pretest (if not completed earlier)

______ Present module seminar

______ Collect CEU information and checks (if applicable)

______ Have participants complete Posttest and participant evaluation form

______ Collect completed Posttest and participant evaluation forms

After the Training:

______ Complete the leader evaluation form

______ Mail a copy of the following to:
Project Prepare
Cuyahoga Special Education Service Center
14605 Granger Road
Maple Heights, Ohio 44137

______ Leader evaluation form

______ Compilation of Participant evaluation forms

*Are you seeking Project Prepare Certification? ____ Yes ____ No

*All qualified staff development leaders are encouraged to use the materials for the preparation of personnel who are working with young children who have special needs. Staff development leaders who wish to become certified Project Prepare Leaders are required to conduct a staff development session utilizating each of the nine Project Prepare modules. Each session must be at least five hours in length. Data regarding module certification will be gathered through the leader evaluation forms by Project Prepare, Cuyahoga Special Education Service Center. The names of the Project Prepare Certified Leaders will be placed on file with the Ohio Department of Education, Division of Early Childhood Education and the 16 Special Education Regional Resource Centers.

PROJECT PREPARE
LEADER EVALUATION FORM

Leader Name ______________________ Date ______________________

Agency ______________________ SERRC Region ______________________

Address ______________________ Module Title ______________________

____

Number of in-service participants __________

Using the sign-in form, please indicate the number of participants from the following disciplines or positions that attended the session.

Early Childhood Special Educator	( )	Special Educator	( )
Early Childhood Educator	( )	Administrator	( )
Occupational Therapist	( )	Psychologist	( )
Physical Therapist	( )	Teaching Assistant	( )
Speech/Language Therapist	( )	Parent	( )

Other (specify) ____

Please answer the following questions.

1. To what extent did these materials allow you to meet your in-service objective?

   ( ) Not at all ( ) Somewhat ( ) For the most part ( ) Completely

2. How would you rate the interest level of the activities?

   ( ) Low ( ) Average ( ) High

3. Would you recommend these materials to other professionals involved in early childhood staff development?

   ( ) Yes ( ) No

4. Comments ____

____

____

____

____

____

PARTICIPANT EVALUATION FORM

INTRODUCTION: Thank you for attending this in-service session. We would appreciate receiving your feedback on the success of the training on the questions listed below. The information that you provide will be used to help us plan future events.

DIRECTIONS: Please answer item 1 by placing a (√) beside your current position. For items 2 through 9 check the response that most closely matches your feelings about each statement. Supply the requested information for items 11 through 13.

1. Current Position: ( ) Early Childhood Special Education Teacher
( ) Early Childhood Teacher
( ) Special Education Teacher
( ) Regular Education Teacher
( ) Speech/Language Therapist
( ) Physical Therapist
( ) Occupational Therapist
( ) Administrator
( ) Teaching Assistant
( ) Parent
( ) Other (please specify) ________________

	Unacceptable	Poor	Average	Good	Excellent
2. Overall, I felt that the in-service session was	( )	( )	( )	( )	( )
3. I felt that the organization of the in-service activities was	( )	( )	( )	( )	( )
4. The presenter's approach to sharing information was	( )	( )	( )	( )	( )
5. My understanding of the information presented today is	( )	( )	( )	( )	( )
6. The way in which this session met my (professional/parenting) needs was	( )	( )	( )	( )	( )
7. The new ideas, skills, and/or techniques that I learned today are	( )	( )	( )	( )	( )

	Unacceptable	Poor	Average	Good	Excellent
8. My motivation level for using the information and/or techniques presented today is	( )	( )	( )	( )	( )
9. The way in which children and/or families that I work with will benefit from my attendance today is	( )	( )	( )	( )	( )

10. Would you recommend this workshop to others?

( ) Yes ( ) No

11. What were the most useful aspects of this in-service?

12. Which aspects of the training do you feel could be improved?

13. Do you have any specific needs related to this topic that were not met by this in-service?

( ) Yes ( ) No

If yes, what additional information would you like to receive?

Transition

PRE/POST TRAINING ASSESSMENT

Rate the following competencies as to your current level of knowledge and expertise.

0 = Not necessary in my position
1 = Truly unfamiliar
2 = A little knowledge
3 = Somewhat familiar
4 = Very knowledgeable

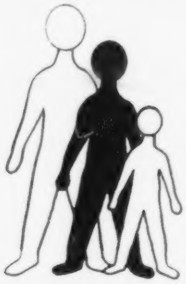
0	1	2	3	4	
					1. Understand the concept of transition as it relates to programs for young children.
					2. Know the foundations for and components of a transition plan.
					3. Know strategies to achieve a match between child needs and next environments.
					4. Be familiar with model ECE/ECSE transition practices.
					5. Apply model practice and process in accordance with best practice philosophy.

Comments: ______________________________

PROJECT PREPARE

Modules for Competency-Based
Personnel Preparation in
Early Childhood Education

Transition



General 5.3

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GOALS

1. Understand the concept of transition and its implications for young children, their families, and early childhood programs.

2. Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

3. Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

4. Be informed of model practices and processes in transition planning.

5. Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

GOAL 1

Transition

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LEVEL: GENERAL

GOAL: **#1** Understand the concept of transition and its implications for young children, their families, and early childhood programs.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will demonstrate an understanding of a variety of definitions of the term "transition."

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activities Review a variety of definitions of the term "transition."	1. Transparency (G-T1) *Transition* Handout (G-H1) *Transition*	1. Point out key terms: change, strategies/procedures, planned/employed, bridge between security and risks, service and/or personnel, change, movement.
2. Discuss the impact of transition/change as it impacts the lives of adults.		2. Leader initiates group discussion and facilitates examples from group. Prepare a leader example which demonstrates the impact: a change of job, relocation, change in family structure, etc.
3. Introduce the concept of life-long planning by and involvement with families.		3. Discuss how this is affected by diversity among families.
4. Introduce the definition of transition which addresses less restrictive to more restrictive environments.	4. Transparency (G-T2) *Aspects of ...*	4. This issue might be raised prior to this point by a participant; acknowledge its validity and mention that it is to be covered. (G-T2 May be distributed as Handout.)
	Supplemental Resources Dalke, Fay, and Lindley-Southard (1985) (R)	

1. TRANSITION

"... major periods of change that can occur between life cycle developmental stages (developmental transitions) or within the stages themselves [nondevelopmental transitions]."

Source: Barber, Turnbull, Behr, and Kerns. Chapter 11 in Odom, Samuel L. and Karnes, Merle B. (1988).

2. TRANSITION

"Strategies and procedures ... planned and employed to insure the smooth placement and subsequent adjustment of the child as he or she moves from one program to another."

Source: Hutinger, 1981.

3. TRANSITION

"A carefully planned, outcome-oriented process."

Source: McNulty, Brian A. Chapter 8 in Gallagher, Trohanis, and Clifford (1989).

4. TRANSITION

"Points of change in services **and** in the personnel who coordinated and/or provided those services."

Source: Ohio Department of Education, 1991.

5. TRANSITION

"A lifetime process of movement from one situation to another that can present some uncertainties."

Source: Ohio Department of Health, Early Intervention Unit Transition Subcommittee, 1988.

6. TRANSITION

... encompasses many aspects of a child's education program and affects many people. These aspects include:

(a) establishing communication and exchange of information ...,

(b) parental participation in the process, and

(c) follow-up ... with parents and the new educational program ...

Source: U.S. Department of Education (1987).

For the purpose of this training activity:

7. TRANSITION: A SYSTEMATIC PROCESS THAT:

- has long-term implications for all individuals,
- addresses long-term implications that are unique to individuals with disabilities,

- has as its focus the unique and diverse needs of young children,
- addresses the unique and diverse needs of young children with disabilities,
- incorporates principles of collaboration
  - with families in order to minimize disruptions in the family system.
  - with arrays of potential service delivery systems to reduce duplication of effort.
  - with potential service providers to improve child outcomes.
- is founded upon developmentally appropriate and in the case of young children with disabilities, exceptionality-appropriate practices,
- reflects state-of-the-art practices, and
- ensures that young children will receive services in those environments which are most like those of their peers.
- opportunities for young children with disabilities to receive services in the same environments as typically developing peers will guide the transition process.

TRANSITION

1. "… major periods of change that can occur between life cycle developmental stages (developmental transitions) or within the stages themselves [nondevelopmental transitions]." (Barber, Turnbull, Behr, and Kerns. Chapter 11 in Odom, Samuel L. and Karnes, Merle B. [1988].)

2. "Strategies and procedures … planned and employed to insure the smooth placement and subsequent adjustment of the child as he or she moves from one program to another." (Hutinger, 1981.)

3. "A carefully planned, outcome-oriented process." (McNulty, Brian A. Chapter 8 in Gallagher, Trohanis, and Clifford [1989].)

4. "Points of change in services and in the personnel who coordinate and/or provide those services." (Ohio Department of Education, 1991.)

5. "A lifetime process of movement from one situation to another that can present some uncertainties." (Ohio Department of Health, 1988.)

ASPECTS OF TRANSITION FROM LESS RESTRICTIVE TO MORE RESTRICTIVE ENVIRONMENTS

- The child has fewer opportunities to interact with typically developing peers who would serve as models.
- The child's length of day may be increased due to added transportation time in going to a central site.
- Typically developing peers benefit from interaction with children with disabilities.
- Families prefer that their children receive services in typical and/or integrated environments in order to establish and develop life-long friendships.
- Families of children who are typically developing value opportunities for their children to interact with children with disabilities.
- Program outcomes will not be compatible with intended goals.
- Program costs will be increased, although these costs may be hidden (e.g., more frequent request for multifactored evaluations in order to access less restrictive environments — increased personnel costs/time demands).

LEVEL: GENERAL

GOAL: **#1** Understand the concept of transition and its implications for young children, their families, and early childhood programs.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will discuss these definitions in the context of Early Childhood Education Programs.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Generate a list from participants of transition points in programs for young children.	1. Transparency (G-T3) *Events for Which the Need ...*	1. Note to the audience that all preceding events apply as well to children with disabilities and are, in fact, more common to them. (G-T3 may be distributed as Handout.)
2. Large or small group activity Identify the potential transition needs for three children.	2. Transparency (G-T4) *Potential Transition Needs* Reading (G-R1) *Transition Planning* U.S. Department of Health and Human Services (1988) filmstrip (script included)	2. Participants have little info to go on at this point; this activity is repeated in Goal 5. (G-T4 may be used as Handout for small group discussions.)

EVENTS FOR WHICH THE NEED FOR TRANSITION PLANNING MAY BE ANTICIPATED: POTENTIAL FOR ALL CHILDREN AND FAMILIES

- Geographic relocation
- Reformation of family system
- Hospital to home following birth
- Enrollment in group setting which serves young children or from a group setting to one in which a child is isolated from peers
- Change in child care arrangements (times of day, days of week, combination of arrangements)
- Enrollment in public school (Kindergarten or Grade 1)

EVENTS FOR WHICH THE NEED FOR TRANSITION PLANNING MAY *NOT* BE ANTICIPATED: POTENTIAL FOR ALL CHILDREN AND FAMILIES

- Sudden disruption of the family system through death, illness, or removal of a member
- Sudden change in economic circumstances
- Injury to or prolonged illness of a child
- Removal of a child from a setting which is familiar
- Sudden change in child care arrangements
- Sudden change in primary caregiver(s)
- Unexpected availability of a program/setting compatible with family desires

EVENTS FOR WHICH TRANSITION PLANNING MAY *NOT* BE ANTICIPATED: POTENTIAL MORE COMMON TO YOUNG CHILDREN WITH DISABILITIES

- Change in a family's coping mechanisms for dealing with "anticipated" vs. "real" child
- Change in health/behavioral status
- Realization that family can no longer continue to care for a child with a disability(ies)
- Recognition that families do not have necessary diagnostic/prognostic information for planning
- Awareness of chronologically age-appropriate milestones and a child's failure to achieve them
- Surpassal of milestones by a younger sibling
- Restricted knowledge of service options available
- Concern regarding the quality of the options and their ability to meet unique needs
- Limited range of options due to the hidden costs associated with raising a child with a disability(ies)

Source: Miami Valley Special Education Regional Resource Center (in press).

POTENTIAL TRANSITION NEEDS

Sarah is five years old and has been enrolled in the Head Start program in her community for the last two years. She was evaluated through her local school district in anticipation of her enrolling in Kindergarten this coming September. The school district report concludes that she meets the eligibility requirements for the developmentally handicapped program and speech/ language related services.

Identify the potential transition planning needs for Sarah and her family.

Jameel is 3½ years old and recently moved to Ohio from Florida with her family. A current evaluation indicates that she has documented deficits in the communication and motor domains of development.

Identify the potential transition planning needs of Jameel and her family.

Josh is 2½ years old and currently enrolled in the Infant/Toddler program of the County Board of Mental Retardation and Developmental Disabilities. Speech, physical, and occupational therapies are provided there on a "pull-out" basis. He frequently is absent from the program due to a chronic respiratory condition. Josh's parents also have him enrolled in speech and physical therapy services at their local hospital.

Identify the potential transition planning needs for Josh and his family.

Filmstrip Script

TRANSITION FROM PRESCHOOL TO PUBLIC SCHOOL

VISUAL	AUDIO
1. Focus	
2. Blank	Begin Tape (Music)
3. The Chapel Hill Training-Outreach Project and the National Interagency Committee on Transition Present …	(Music)
4. TRANSITION: From Preschool to Public School with cartoon	(Music)
5. Cartoon: Graduating class from preschool	Narrator: With an increasing number of children attending child care centers, Head Start and other programs for preschool-age children, educators are becoming more aware of the issues and opportunities associated with the movement of young children from the preschool setting to the public school environment.
6. TRANSITION	The word is *transition* and it has special meaning for all involved. For children, their parents, and their teachers.
7. Cartoon	For the children leaving preschool for kindergarten, the transition may be met with a mixture of delight and concern.
8.	On the one hand, there's the pleasure of having graduated on to "higher education."
9. Cartoon	On the other hand, there's the anxiety of leaving friends and teachers they know and love …
10. Cartoon	… for something new, and something unknown.
11.	Their parents are concerned as well.
12. Cartoon — child crying not to be left at preschool	Perhaps they remember how intense early separation has been, and now want to help their child cope with this new situation.
13. Cartoon	They also have concerns for themselves and their future role. "Will I be as welcome in the new classroom as I was here?"
14. Cartoon	For one educator transition means saying good-bye with the hope that what has been gained will not be lost.
15. Cartoon	For another educator it means saying hello with the hope that what has been gained will form an appropriate foundation for the child's new program.

VISUAL	AUDIO
16. Cartoon — Bridge	The challenge to parents and educators is clear. How can we help children bridge the gap between educational settings which are so important to their growth and development?
17. Cartoon: Continuity and Discontinuity	(Music) These two words, continuity and discontinuity can help determine the degree of difficulty for a given transitional situation. How alike or unlike are the two programs involved? How compatible are they?
18. Photo — Collage	First of all, because families have differing needs and resources, a variety of preschool programs are typically available.
19. Photo	Some specialize in providing warm loving care in a home-like environment,
20. Photo	Some specialize in providing enriched educational or aesthetic experiences,
21. Photo	While others emphasize development in cognition and language.
22. Photo	There are programs which provide the special needs of children with handicapping conditions …
23. Photo	and still others which provide a comprehensive approach for children from economically disadvantaged households.
24. Collage	As a result of this variety, children enter kindergarten with widely differing preparatory experiences.
25. Photo	Kindergarten programs are diverse, also. They often differ in purpose, structure, and schedule.
26. Photo	Traditional programs emphasize academic orientation to school and readiness for reading and basic education.
27. Photo	There are open classrooms which may emphasize free choices and peer group interactions …
28. Photo	and there are highly structured programs designed to accelerate skill acquisition.
29. Photo	There are other important differences between preschool and kindergarten programs.
30. Photo	Class size may go from 15 or 20 children with two or three adults in the preschool to kindergarten programs with 25 children and only one or two adults.
31. Photo	There may be differing expectations for behavior. The preschool may encourage children to work cooperatively, select their own activities and talk with each other.
32. Photo	While the kindergarten program may encourage children to develop independent work habits and follow teacher directions.
33. Photo	Typically, the kindergarten child is expected to demonstrate more self-control and discouraged from more spontaneous actions that may have been allowed in the preschool.

VISUAL	AUDIO
34. Photo	Many of these differences are appropriate to increased age and maturity.
35. Photo: Confused child	However, in moving the child from one setting to the other, abrupt and confusing changes can have a negative effect on the child's sense of confidence, school behavior, and performance.
36. Photo	As educators, we know that growth and learning occur in a gradual process which is individual for each child.
37. Photo	We also know that child development and learning are enhanced when programs are planned on the basis of the child's previous accomplishments and implemented in an orderly sequence.
38. Teacher and student hold up sign	We should also know that a carefully planned transition process which takes into account individual as well as program differences will enhance the effects of preschool education and reduce the negative effects of an unprepared transition on children, parents, and teachers.
39. Photo	Even when it is not possible for young friends to "graduate" together, adults should find ways to increase opportunities for out-of-school contact between new kindergarten classmates.
40. Graphic: Expectations	Children need to know what is expected of them as well as what to expect from the adults around them. If the expectations of school, preschool, and home share some things in common, continuity is increased and transition is facilitated.
41. Parents — Photo	Parents need continuity, too. They want to improve their ability to promote their child's development. This can be encouraged by educators who provide opportunities for involvement in the classroom and open channels of communication with staff and administrators.
42. Photo Cartoon	For uninterrupted learning, objectives must be designed to match the child's developmental level. Teachers need to know the child's accomplishments, strengths, and past experiences so that new experiences can be linked to what has gone before.
43. Cartoon	Preschool and kindergarten teachers can increase program continuity by sharing curriculum goals and teaching strategies.
44. Cartoon	Because preschool and kindergarten programs may differ significantly, increasing continuity in all areas may be extremely difficult.
45. Cartoon: Preparation Bridge	(Music) Where program discontinuity remains, children and parents must be provided with the preparation necessary to cope with these issues.
46. Cartoon	(Music) Communication is the key to reducing program discontinuity. It is also the vital element in planning an effective transition system.
47. Cartoon	In establishing a communication network which will lead to effective transition planning, three main questions must be addressed: Who? When? and What?

VISUAL	AUDIO
48. Graphic	All those affected by the transition process should be involved including parents, teachers, and staff of both preschool and kindergarten programs.
49. Graphic	Opportunities for communication among these groups should occur continuously throughout the program year.
50. Cartoon: "How do you do?"	In the beginning, communication should be geared to getting acquainted.
51. Cartoon: "Glad you asked"	Communication is facilitated when those involved are comfortable being with each other.
52. Cartoon: "May I ask a question?"	If opportunities are provided for participants to ask questions and give information openly, effective communication in all aspects of transition can follow.
53. Cartoon: "Basic information"	One of the most critical needs is for accurate information about the programs involved. Educators need to be aware of basic facts regarding preschool and kindergarten programs. The parental perspective is important here, too.
54. Cartoon	The transfer of relevant information about each child is also important.
55. Photo	Programs such as Head Start which provide comprehensive health, education, and social services must facilitate information sharing to promote continuity in the child's development.
56. Graphic	Another important consideration in the communication process has to do with the number of programs involved.
57. Graphic	In areas with few programs, direct contact between community preschools and the public school system may be appropriate and workable.
58. Graphic: "Help"	In areas with a large number of programs, however, public school staff can become inundated with opportunities to communicate.
59. Graphic	Communities can solve this problem by organizing child care centers, nursery schools, Head Start, and other day care programs into a local association of preschool programs.
60. Graphic: Transition Committee	The association can establish a committee on transition which represents all member preschools.
61. Graphic	Once organized, the transition committee will then meet with representatives of the school system and work out a plan for transition.
62. Photo	(Music) The increasing number of children who attend preschool programs prior to their entry into public school has created an important need for establishing systems for the *transition* of children from one educational setting to the other.

VISUAL	AUDIO
63. Photo	Research has demonstrated that children who are prepared can make the transition much more comfortably than their unprepared peers, and with fewer negative results.
64. Photo	Prepared children demonstrate higher self-esteem, improved interpersonal skills, greater efficiency in learning, and a positive regard for teachers.
65. Photo	A well-planned transition process will give parents the opportunity to increase their understanding of early childhood education,
66. Photo	as well as the chance to increase their confidence in communicating with education personnel.
67. Photo	Teachers will gain greater ability to meet individual needs. There will be increased efficiency in program planning, better community support, and a wider pool of resources …
68. Photo	… to help them *enrich the lives* of young children. (Music up)
69. Checklist	Narrator: We are ending this presentation with a transition checklist to help guide the discussion which follows. There are several slides in this sequence and when you are ready to move on to the next one, manually advance the slide projector. Please stop the tape now.
70. (visual)	PLANNING FOR TRANSITION ☐ Establish Interagency Planning Committee which includes: • Public School Personnel • Preschool Personnel • Parents • Other Community Agencies ☐ Plan program for interagency communication • Get acquainted • Share programmatic information • Plan opportunities for program observation • Share workshop opportunities ☐ Plan for transition • Determine program policies, services, needs • Establish calendar • Establish procedures for transfer of records
71. (visual)	☐ Involve parents in transition process • Determine individual needs • Establish goals • Provide information about new school • Distribute names, addresses of new classmates • Obtain permission for transfer of records ☐ Plan transitional activities for children • Discuss future placement • Visit new school • Encourage meeting of new classmates • Other

VISUAL	AUDIO
72. (visual)	☐ Plan procedures for transition of children with handicapping conditions • Parent rights and responsibilities • Non-discriminatory testing • The IEP process • Placement • Support services
73. (visual)	☐ Other collaborative suggestions • Combined participation on policy and advisory committees • Exchange newsletter contributions • Develop summer activity booklet for parents • Joint kindergarten registration, screening • Exchange specialized staff • Sharing facilities, transportation • Other, remember this is only the beginning

LEVEL: GENERAL

GOAL: **#1** Understand the concept of transition and its implications for young children, their families, and early childhood programs.

COMPETENCY TYPE: ATTITUDE/VALUE

OBJECTIVE: Participants will appreciate the importance of transition services for young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Facilitate discussion of how transition services/the absence of them impact: – the child – the family – program delivery efforts		1. Ask participants to reflect on how issues of diversity (e.g., ability, cultural, racial, religious, gender, etc.) might also influence the way in which individuals experience transition.
2. Summarize the benefits of transition planning for: – the child – the family – program delivery efforts	2. Transparency (G-T5) *Goals of Transition Planning* (3 perspectives) *Transition Benefits* (G-T6) *Transition Benefits* (G-T7) *Transition Benefits* (G-T8) *Value of Transition Planning* (G-T9)	2. Pre-arrange a disruption to this lecture for which participants will be unprepared: a change of rooms, delay in getting refreshments. Once re-settled, ask how they felt about the disruption. Close the discussion.
3. Relate these definitions to the philosophies of – developmentally – exceptionality- appropriate practice	3. Transparency (G-T10) *Four Key Elements* Video: "Developmentally Appropriate Practice" (NAEYC, 1988)	3. Review Transparency. Video may be used to facilitate this discussion and will probably be available at local SERRC.
4. Facilitate discussion concerning the aspects of transition associated with moving from less to more restrictive environments.		

GOALS OF TRANSITION PLANNING

- Arranges for opportunities and services which will support quality service delivery.
- Prevents the interruption of needed services.
- Maximizes use of community services.
- Provides opportunities to prepare child/family/service delivery personnel for changes that will occur.

Source: Adapted from Miami Valley SERRC (in press).

G-T6

TRANSITION BENEFITS FROM THE CHILD'S PERSPECTIVE

- Each child and family are served as individuals.
- The most appropriate and most supportive environment is identified.
- The child is prepared for the requirements of the new setting.
- The strengths of the child are used as the basis from which planning occurs.
- Continuity is facilitated from one setting to the next.
- A functional orientation to the new setting is provided.
- The child receives support in the new setting.
- The effectiveness of the transition plan is evaluated and adjustments made, as necessary.

Source: Adapted from Miami Valley SERRC (in press).

TRANSITION BENEFITS FROM THE FAMILY PERSPECTIVE

- Families will be empowered through knowledge and participation.
- Families will have information about the range of options.
- Families have a means to access the system.
- Families will understand their child's strengths and needs.
- Families are enabled to provide input into their child's educational program.
- Families will be able to make informed decisions.
- Families are offered support in their child's new setting.

Source: Adapted from Miami Valley SERRC (in press).

TRANSITION BENEFITS FROM THE SERVICE DELIVERY SYSTEM PERSPECTIVE

- Duplications in location, identification and evaluation efforts are reduced.
- Increased accuracy of the number of children who are/may be eligible for services assists in long-term planning activities.
- Coordination services are improved among all appropriate public and private agencies and public school districts.
- Provides personnel with information prior to the initiation of services to assist in planning activities and in identifying any special resources needed.
- Increases the "match" between the needs of a child and the program's goals and services
- Cost-effectiveness is improved.

THE VALUE OF TRANSITION PLANNING

- Provides the family with current information about community resources.
- Assists the family in identifying areas in which services may be needed by their child with a disability(ies).
- Matches the needs of the family and child to the most appropriate services in the local community.
- Assists the family in getting what they need from the best mix of community resources.
- Assists the family in establishing collaboration with representatives of appropriate service providers.
- Follows through to ensure that the family is linked to selected services.
- Alerts service providers well in advance of the potential need for their services.

Source: Adapted from U.S. Department of Health and Human Services (1988).

FOUR KEY ELEMENTS FOR THE SUCCESSFUL TRANSITION OF YOUNG CHILDREN

- Continuity of developmentally appropriate curriculum for all age levels in all educational settings.
  - Children with disabilities have needs which must be addressed more specifically.

- Ongoing communication and collaboration among personnel providing services for young children.
  - Children with disabilities often receive services from several providers (ECSE teacher, speech pathologists, occupational therapists, etc.).

- Preparation of children and families for the next environment.
  - Children with disabilities are more frequently subject to fragmentation of environments.

- Family involvement in transition planning.
  - Children with disabilities have unique needs which are best identified by their families.

Source: Bredekamp, Sue (1987).

GOAL 2

Transition

BEST COPY AVAILABLE

LEVEL: GENERAL

GOAL: **#2** Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will recognize the key elements of the transition process as identified in the *Rules for the Education of Preschool Children with Disabilities.*

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Overview the relevant section of the *Rules.*	1. Transparency (G-T11) *Rules for Preschool Programs Serving Children with Disabilities,* Ohio Department of Education, 1991 (R)	1. Point out that these *Rules* became effective 7/1/91 and apply to programs and services funded by the ODE/Division of ECED for the purpose of serving 3- to 5-year-old children with disabilities.
2. Review the definitions of eligible children ages birth through 2 and 3 to 5. Discuss potential for continuation/discontinuation of services.	2. Transparency (G-T12) *Definitions: Infant/toddler at risk, Preschool child with a disability, Handicapped child …*	2. "Delay" is not a defined parameter of age-specific delay; "Probability" is vague. – "Adverse effect upon *normal development and functioning.*" – Adverse effect on *educational* performance. (Transparencies may be distributed as Handouts if desired.)

"Activities shall be conducted that address the transition of preschool children with disabilities and their families between and within service delivery systems. Related activities may include, but are not necessarily limited to:

(1) Development of interagency agreements to clarify transition options;

(2) Development of forms and procedures for sharing pertinent information among agency personnel and parents;

(3) Transfer of personally identifiable information prior to the age at which children may be eligible for preschool or school-age services;

(4) Provision of information for parents regarding service options; and

(5) Provision of an individual planning conference and/or written transition plan for each child and family."

Source: Ohio Department of Education, 1991.

INFANT/TODDLER AT ESTABLISHED RISK

Established Risk means infants and toddlers who need early intervention services because they have a developmental delay, or have a diagnosed medical disorder or physical or mental condition that has a high probability of resulting in developmental delay.

Developmental Delay means the failure of a child to reach developmental milestones for his/her age in one or more of the following areas:

- Cognitive Development;
- Physical Development;
- Language and Speech;
- Psychosocial Development;
- Self-Help Skills; and
- Sensory Development (including vision and hearing).

The presence of a developmental delay or other established risk condition must be measured by qualified professionals using appropriate diagnostic instruments and/or procedures. In the absence of appropriate standardized measures, the Ohio Department of Health recognizes the use of informed clinical opinion as an alternate procedure in addition to at least one standardized measure to ascertain the presence of a developmental delay.

Source: Ohio Department of Health.

Preschool child with a disability is a child who

(1) is at least three years of age but not of compulsory school age; and

(2) has a disability as demonstrated by a documented deficit in one or more areas of development [communication, hearing, motor, social-emotional/behavioral, vision or cognitive in combination with another domain or adaptive behavior] which has an adverse effect upon normal development and functioning.

Source: *Rules for the Education of Preschool Children with Disabilities*, Chapter 3307-31 ORC.

Handicapped child means a person below twenty-two years of age who has one or more handicaps as defined

- deaf
- deaf-blind
- developmentally handicapped
- hard of hearing
- multihandicapped
- orthopedically handicapped
- other health impairment
- severe behavior handicapped
- specific learning disability
- speech handicapped
- visually handicapped
- (autism)
- (traumatic head injury)

and for which there is an adverse effect on educational performance.

Source: *Rules for the Education of Handicapped Children* Chapter 3301-51 ORC 1982.

LEVEL: GENERAL

GOAL: **#2** Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will develop a transition planning procedure which includes each of the elements.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Via small group discussions, generate the information necessary to complete the plan for one of the children previously discussed.	1. Transparency (G-T13) *Individual Transition Plan*	1. Reference the *Rules* provisions and walk participants through the plan. Ask participants how their plans will reflect sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.).
2. Large group activity Show examples of other forms.	2. Readings/Handouts (G-R1, 2, 3, and 4) *It's Time to Get Ready for School* **Bridging the Gap* *Transition Checklist* *Transition Plan/FCLC*	2. Emphasize that there is no single "right" form.
3. Re-cap procedures as shown on page 2 of article.	3. Handout (G-H2) *Transitions* *The reading *Bridging the Gap* relates to transition issues for older children; it also relates conceptually to transition from preschool to kindergarten. **Supplemental Resources** U.S. Department of Health and Human Services (1988) NEC*TAS (1989) (R)	

TRANSITION PLAN

Date: ____________________

____ Transition with existing program

____ Transition to new program ____ Other

Person(s) Responsible

Describe transition process

Parent's Role in transition process ____________________

IT'S TIME TO GET READY FOR SCHOOL

Barbara Fiechtl, Sarah Rule, and Mark S. Innocenti

"We think Karen can handle a regular kindergarten, but we want her to get some speech help. Should she have a different type of placement or can she get speech instruction in a regular kindergarten?"

"I really don't see any problem with a regular classroom, but do you think the teacher will help Missy with her self-help needs?"

"I think Matt is just too young to go to school. Maybe if we held him out for a year, he would catch up. Since he is so small, it wouldn't hurt him any."

Need for a Transition Plan

These comments were made by parents when their children were about to move from a mainstreamed preschool program to a public school kindergarten. This was the first transition for some children; for others, change of service had been a yearly occurrence. For all parents, the transition to a new setting created anxiety and raised questions, no matter how often they had experienced change before. Their concerns reflect very real problems in selecting new placements and arranging for timely initiation of appropriate service in the new placements (Hains, Fowler & Chandler, 1988; Johnson, Chandler, Kerns, & Fowler, 1986). Adequate planning can ensure an orderly transition (Fowler, 1982). It is necessary not only to alleviate parental concerns, but also to comply with Public Law 99-457 (Education of the Handicapped Amendments of 1986). The transition steps must be identified on individual family service plans (IFSP's) for children under the age of three who have handicaps.

This article describes the Parent Transition Plan, which was developed by the Preschool Transition Project staff at Utah State University to systematically organize the steps of a child's transition into the public schools. While the plan was developed for the transition from preschool to kindergarten, the procedures and forms also could be used to organize the transition from secondary school into community services or vocational rehabilitation.

Goals of Transition Planning

The goals of transition planning are to (a) select a placement appropriate for the needs of the child and supported by *the child's parents;* (b) ensure a smooth transfer of the child and the child's records to the new placement; and (c) initiate services in the new environment in a timely fashion.

Without such planning, appropriate services might be interrupted for several reasons. Parents might fear that a placement will be assigned rather than negotiated. Some have expressed concern that their involvement with the child's education will be diminished when the child moves into elementary school (Hanline, 1988). They might be wary of sending too much information about their child's special needs for fear that the information will jeopardize placement in a mainstream environment. If insufficient information about the child is transferred to the school system, the child might receive inadequate support services in the resulting placement or there might be a delay in services while assessments (which already might have been completed in the preschool) are conducted by the school system in an effort to identify the child's needs.

A Transition IEP

The transition plan is similar to a child's individualized educational program (IEP), but it defines transition-related goals for parents and staff, describing all the activities that must take place during the transition. The plan is developed at a meeting of the parents and preschool staff and includes the following information: (a) what records are to be sent; (b) who will send them; (c) when they should be sent; (d) who must receive them; (e) who will make personal contact with school district staff members and when; (f) what placement will be requested of the district; (g) what services will be requested in the placement; and (h) ways to monitor the child's success in the placement throughout the year. Although it adds a bit of paperwork, the plan takes far less time to develop than the IEP and is equally important in defining necessary decisions and actions for the preschool staff and the parents.

When transition steps are discussed and put in writing during a meeting, there is some assurance that all parties understand and agree to conduct the necessary actions. The responsibility to promote an orderly transition is shared by staff and parents. For example, a parent's written objective might be to contact the principal of the school in the child's prospective placement while a staff member's might be to send copies of reports to an administrator by May 15. Parents' roles define them as participants rather than observers. In a symposium addressing parental roles in the transition process (Hutinger, 1981), Karnes suggested that parents can help promote continuity in the child's encounters with changing environments. The plan is a means of helping parents take the lead in advocating for their children by defining constructive actions to promote a smooth transition.

The Parent Transition Plans were tested for two years with children who moved from a mainstreamed preschool into three different school districts. Variations in the children's needs and in the array of options available in the different districts made the transition process simple for some children and complicated for others. Each plan was developed to coordinate the transition while providing flexible steps to accommodate the individual needs of the child.

Developing the Plan

An example of a transition plan is shown in Figure 1. This plan was developed with one of the sets of parents whose comments began this article. Missy, their daughter, had attained many normal developmental skills but had motor impairments associated with cerebral palsy. During her year in preschool, her efficiency at completing tasks improved and she learned to use a walker. There were still tasks with which she required assistance, for example, opening heavy doors, carrying several items for an assignment, and reaching for items on shelves. She was willing to attempt almost any task and generally asked for help only after making an independent effort.

During the transition meeting, Missy's parents were asked what type of placement they wanted for their child. They suggested that she would benefit from placement in a regular kindergarten but expressed concerns about the areas in which she needed additional help. The staff concurred with their opinions and presented the results of recently administered evaluations.

Based on this discussion, the parent-staff team recommended that Missy be placed in regular kindergarten at her neighborhood school. This recommendation was listed on the transition plan. They agreed that the teacher should provide a report to the receiving kindergarten teacher suggesting procedures to help Missy perform motor tasks without adult assistance. The report should specifically address Missy's physical capabilities so that the receiving teacher would not inadvertently assign tasks that might be too difficult. Finally, the team decided which records and evaluation information should be sent to the school district and who should send them.

After the decisions were made, the team described specific action steps on the transition plan. All events discussed during the meeting were assigned as responsibilities to either parents or staff. For example, the parents wanted to visit the neighborhood school. Step 1 was "Parents will contact the local principal." Missy's parents were assigned the responsibility, and the completion date was noted. Step 2 described the teacher's responsibility to send Missy's speech, psychological, and physical therapy evaluations to the school principal and special education office and to provide her parents with copies. Step 3 described the teacher's responsibility to prepare and send a report to the kindergarten teacher. The complete written plan functioned as a summary of the meeting and all decisions made. If at any point members of the team disagreed with a step, the date, or the person responsible, the team discussed the issues until they reached consensus.

Variations in Planning

Transition plans are different for children who require different services. Matt was a child who acquired a number of new skills during preschool, including play skills and social responses to other children. The staff and Matt's parents discussed recent test scores that indicated skill deficits in a number of developmental areas. They decided that a regular kindergarten would not be the best placement for Matt, for he required more individual instruction than would be available in the regular kindergarten class. However, the parents were encouraged to pursue *some* mainstreaming for Matt to allow him to use his new social skills. After reviewing the evaluations and reports, the team decided which were relevant to the recommended placement. His transition plan included having records sent, as had Missy's, but it required coordination among the preschool staff, school special education staff, school principal, and kindergarten teacher and parents. Again, the parents were responsible for initiating contact with the schools, but the preschool staff prepared reports for all school staff and were available to attend Matt's IEP meeting to assist in describing appropriate mainstreamed activities.

Transition in the Future

The passage of Public Law 99-457 may reduce the number of interagency transitions for preschoolers with handicaps, since the public schools will be responsible for services to children ages three through 21. However, the issues surrounding transition will remain. Transitions occur throughout a child's school career. Children move from infant programs into preschool programs, from elementary school to middle school, and finally from secondary school into the community. Cooperation between parents and staff will be required during each of these periods to ensure that the child or youth receives appropriate services in a timely manner. The Parent Transition Plan provides an outline of a process, an assignment of responsibility to promote a parent-professional partnership to facilitate smooth transition, and a time line to facilitate the transition process.

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Barbara Fiechtl (CEC Chapter #499) is Clinical Instructor, Department of Special Education. **Sarah Rule** (CEC Chapter #499) is Director, Outreach, Development and Dissemination Division and Associate Professor of Special Education. **Mark S. Innocenti** is Research Specialist, Early Intervention Research Institute. All are at Utah State University, Logan.

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G-R1

PARENT TRANSITION PLAN

Child: Missy

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition to the school district for the child.

Recommended Placement: Regular Kindergarten

Neighborhood School: Seven Oaks Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. Missy is recommended for enrollment in regular kindergarten at Seven Oaks Elementary. Parents will contact the principal to discuss Missy's physical status and capabilities.	Parents	May 30, 1987	
2. Send records to school principal, district special education office and provide the parents with copies of preschool reports for their file.	B. Fiechtl, teacher	June 5, 1987	
3. Provide kindergarten teacher with preschool teacher's report, stressing Missy's skills and possible adaptations for the environment.	B. Fiechtl, teacher	June 10, 1987	
4. Monitor Missy's progress throughout the year. Inform kindergarten teacher whenever physical status changes.	Parents	1987-88 school year	
5. Contact Psychologist if advice needed or problems occur.	Parents	1987-88 school year	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

From "It's Time To Get Ready For School" by Barbara Fiechtl, Sarah Rule, and Mark S. Innocenti

BRIDGING THE GAP

Judy W. Wood, Jennifer Wingo Miederhoff

During the last decade, the transition of large numbers of children with mild disabilities from self-contained special classes into regular education classes has often presented difficulties for these children. Some of the significant differences they encounter in regular classes include increased class size, less individualized attention, a faster instructional pace, different evaluation procedures, and more demanding social skills. They also may have difficulty coping with new nonacademic challenges such as memorizing a lock combination, showering, or changing clothes in physical education.

Transition decisions may also present difficulties for educators, who must determine which students to mainstream, what subjects they should be assigned, and for what period of time (Berdine & Blackhurst, 1981).

Several studies have addressed strategies for preparing students for the introduction of a disabled peer into the mainstream classroom. However, fewer studies have been aimed at preparing mildly disabled students to enter the mainstream. Salend and Viglianti (1982) developed a form for analyzing variables in the regular classroom setting with the purpose of targeting the skills mainstreamed students would need prior to entry. Salend and Lutz (1984) identified social skill competencies necessary for mainstreamed students in a regular class setting. Salend and Salend (1986) administered a questionnaire to regular and special educators and identified 30 social skills necessary for successful functioning in the secondary regular classroom. Anderson-Inman (1986) found that so-called preteaching by resource teachers could help resource students adapt to the mainstream environment.

There is a growing need for a simple device to compare characteristics of the mainstream setting to the performance levels of students entering that setting. This article presents a modified checklist designed for that purpose. The Transition Checklist includes assessment of classroom instructional methods and materials, course content, evaluation techniques, and classroom management (Figure 1); interpersonal and social relations (Figure 2); and related school environments (Figure 3). Preliminary field testing of the checklist in several Virginia public schools has shown it to be a useful instrument in enabling successful mainstreaming.

Checklist Administration

To administer the Mainstream Characteristics portion of the checklist, the educator checks off the factors that are applicable to the setting the student will be entering, for example, the classroom or the cafeteria. In Part I, Classroom, the teacher would check off the type of grouping procedures used most often in that classroom. The referring teacher (generally the resource or special education teacher) would then assess the student's skills in the corresponding areas under Student's Present Performance Level. Examination of the completed form would indicate the areas in which student skills do or do not match the variables of the mainstream environment.

The checklist can be used in its entirety, or any of the three separate parts can be administered to match student skills to an appropriate mainstream setting. Teachers should use their professional judgment to determine which items need to be administered for the individual being assessed. In cases in which a skill cannot be assessed in the resource setting (e.g., ability to perform lab experiments), the special education teacher can obtain access to the necessary facilities in order to work with the student prior to placement or provide a trial period of instruction under a regular teacher.

Uses of the Checklist

The Transition Checklist can be used in a variety of ways.

Following are some examples:

1. A special education teacher considering mainstreaming a student would send copies of the checklist to several regular teachers and ask them to fill out the Mainstream Characteristics portion. The special education teacher would then fill out the Student's Present Performance Level section for the child being mainstreamed. The results of the checklist would be used to make the best possible match between the regular classroom and the student to be mainstreamed. For example, if it is discovered that the science teacher uses small group instruction almost exclusively in her class and the student works best in a small group setting, a possible match has been made. On the other hand, if assessment reveals that the history teacher requires his students to copy extensive notes from the chalkboard and the student to be mainstreamed has difficulty with copying, educators would question placing the student in that class.
2. Another way to use the checklist would be for the special education teacher to fill out the Student Skills portion of the checklist and send it to the regular teacher either before or after a child has been mainstreamed into the regular classroom. This would provide the regular classroom teacher with input on the student's learning characteristics and facilitate a closer match between teaching procedures and student learning style. For example, if the teacher uses the lecture approach and the mainstreamed student has listening problems, a good match has not been made. However, if the teacher makes some simple adaptations to the lectures (e.g., using the overhead projector to show visual aids and providing the students with a printed lecture outline), then the student's placement in the class could be appropriate.
3. As an alternative to having the regular classroom teacher fill out the checklist, the special education teacher could observe the mainstream setting and fill out the checklist independently or together with the regular teacher. Results of the checklist would then be compiled by the special education teacher and shared with the regular education teacher, helping to determine the appropriateness of the mainstream placement.
4. When skills are identified that the student needs to master before entering the mainstream setting, these should be included in the student's individualized education program (IEP). For example, if it is discovered that a student cannot accurately copy notes from the chalkboard, the IEP should include notetaking skills as an objective.
5. The checklist also can be used to assist multidisciplinary teams in determining a student's readiness for mainstreaming.
6. Finally, the child study committee could use the checklist to assess a student prior to deciding on a special education evaluation or prior to IEP planning.

Summary

Transition from a special to a regular classroom can be either a positive experience or a frustrating one for a student with mild disabilities. By assessing the mainstream setting and determining whether or not the student has the skills needed to enter the environment, educators can enhance the possibility of a successful learning experience. The Transition Checklist for Mainstreaming offers a simple method of matching the environment with the student to increase the chance that the student will "swim" successfully through the mainstream.

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Judy W. Wood (CEC Chapter #622) is Associate Professor, Virginia Commonwealth University, Richmond. **Jennifer Wingo Miederhoff** (CEC Chapter #155) is Research Specialist, Virginia Commonwealth University, Richmond.

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G-R2
Figure 1

TRANSITION CHECKLIST (CLASSROOM)

Student: ______________________________

Teacher: ______________________________ Subject: ______________________

Grade or Type of Class: ________ Date: ________ Teacher Completing Observation: ______________

DIRECTIONS: Mainstream teacher: Check the items in the Characteristics column that describe the mainstream setting.
Special classroom teacher: Check the appropriate items in the Student's Present Performance level column.

Characteristics of Mainstream Setting	Check If It Applies	Students Present Performance Level	Has Mastered Skills	Is Working on Skills	Is Unable to Perform Skills
I. CLASSROOM					
A. Physical Variables					
1. Grouping for instruction					
a. Large group		Works well in large group			
b. Small group		Works well in small group			
c. One-to-one		Works well one-to-one			
		Adapts to various group settings			
2. Sound					
a. No talking allowed		Works silently			
b. Minor distractions (some interaction)		Works with minor distractions			
B. Instructional Variables					
1. Teaching Techniques					
a. Lecture		Retains material from lectures			
b. Explanation		Comprehends group explanations			
c. Audio visual presentation		Retains audio visual presentations			
d. Discussion		Participates in class discussion			
2. Media					
a. Notetaking					
(1) Copied from board		Can copy notes from chalkboard			
(2) Prepared by teacher		Can read teacher-written notes			
(3) From lecture		Can take organized lecture notes			
b. Equipment		Student learns from varied media			
(1) Overhead projector		Overhead projector			
(2) Filmstrip projector		Filmstrip projector			
(3) Tape recorder		Tape recorder			
(4) Computer		Computer			
3. Materials					
a. Textbook used		Can read textbook at grade level			
Grade level of text _____		Needs text adapted to _____ level			
b. Supplementary handouts		Reads most handouts			
4. Content					
a. Homework					
(1) Assignments copied from chalkboard		Copies accurately from chalkboard			
(2) Written assignments provided		Reads written assignments accurately			
b. Modifications					
(1) No modifications made in subject matter		Needs no modifications			
(2) Some modifications made (list)		Requires some modifications (list)			
(3) Peer tutors used		Requires assistance of peer tutor			
c. Class procedure					
(1) Students read aloud		Reads text aloud			
(2) Students present projects-reports orally		Presents materials orally			
5. Evaluation					
a. Test format used		Can take tests in these formats			
b. Test given orally		Can take oral tests			
C. Counseling					
1. Teacher frequently counsels students		Is able to seek guidance as needed			
2. Little time provided for student counseling		Is able to express personal and/or academic problems appropriately			

Note: From *Bridging the Gap: A Transitional Checklist for Mainstreaming*, by J. W. Wood and J. W. Miederhoff, 1987, Richmond. VCU

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Figure 2

TRANSITION CHECKLIST (INTERPERSONAL/SOCIAL RELATIONS)

Student: ______________________________

Teacher: ______________________________ Subject: ______________________

Grade or Type of Class: ________ Date: ________ Teacher Completing Observation: ______________

DIRECTIONS: Mainstream teacher or appropriate peronnel. Check the items in the Characteristics column that describe the mainstream setting. To evaluate the student check the appropriate items in the Student's Present Performance level column.

Characteristics of Mainstream Setting	Check If It Applies	Students Present Performance Level	Has Mastered Skills	Is Working on Skills	Is Unable to Perform Skills
II. INTERPERSONAL/SOCIAL RELATIONS					
A. Student Interaction		Can interact appropriately in the following ways:			
1. Individual		Individual			
2. Cooperative		Cooperative			
3. Competitive		Competitive			
B. Regular students have positive attitude toward handicapped		Has positive attitude toward self			
C. Dress Appearance		Dresses appropriate			
1. Dress code applied		Follows dress code			
2. Concern given to appearance by most students		Presents neat appearance			

Note: From *Bridging the Gap: A Transitional Checklist for Mainstreaming*, by J. W. Wood and J. W. Miederhoff, 1987, Richmond. VCU Copyright 1987 by VCU. Reprinted by permission

G-R2

Figure 3

TRANSITION CHECKLIST (RELATED ENVIRONMENTS)

Student: ______________________________

Teacher: ______________________________ Subject: ______________________

Grade or Type of Class: __________ Date: __________ Teacher Completing Observation: ______________

DIRECTIONS: Mainstream teacher or appropriate peronnel. Check the items in the Characteristics column that describe the mainstream setting. To evaluate the student check the appropriate items in the Student's Present Performance level column.

Characteristics of Mainstream Setting	Check If It Applies	Students Present Performance Level	Has Mastered Skills	Is Working on Skills	Is Unable to Perform Skills
III. RELATED ENVIRONMENTS					
A. Cafeteria					
1. Procedures for purchasing lunch ticket token posted or explained		Follows correct procedure for purchasing lunch ticket token			
2. Lunchroom routine explained - posted		Follows lunch routine			
Purchases lunch					
Finds assigned table					
Returns tray					
B. Physical Education					
1. Uniform required		Purchases appropriate uniform			
		Brings clean uniform each week			
		Changes uniform under some pressure			
2. Showering required		Showers independently			
C. Music/Art					
1. Students move to class independently		Moves to non-academic classes independently			
2. Rules of classroom explained - posted		Follows orally presented rules			
		Follows written rules			
3. Grading system used		Works best under following system:			
a. Letter grade		Letter grade			
b. Pass/fail		Pass/fail			
c. Other ____________		Adapts to various grading systems			

Note: From *Bridging the Gap: A Transitional Checklist for Mainstreaming*, by J. W. Wood and J. W. Miederhoff, 1987, Richmond, VCU Copyright 1987 by VCU. Reprinted by permission

TRANSITION CHECKLIST

- Home-based Programs
- Parental Involvement

Adapted from Portage Project materials

Considerations for Transitioning a Child from a Head Start Classroom or Home-based Setting into the Public Schools

1. What will be different for the child?

☐ building
☐ larger classroom
☐ child/adult ratio larger
☐ more structure
☐ different equipment
☐ less free time
☐ longer day
☐ bathrooms
☐ new playground
☐ new fears
☐ greater distance
☐ discipline
☐ new staff
☐ busing/walking
☐ new expectations
☐ new children
☐ cafeteria
☐ less mainstreaming
☐ less freedom of movement
☐ fewer choices of things to do
☐ less acceptance of handicapped children
☐ less teacher attention
☐ less opportunity to individualize
☐ less contact with caregivers

2. Brainstorm ideas and activities for teaching the skills needed to deal with this change. Be creative and imaginative!

☐ dramatic play — provide props
☐ a pretend day
☐ set up cafeteria/role play
☐ discuss differences and the reason for the change
☐ praise children for progress and tell them they're ready for kindergarten
☐ allow child more independence with structure
☐ increase appropriate structural activities
☐ visit new school
☐ concentrate on readiness during the last month: dressing, toileting, paper and pencil activities, etc.
☐ role play new situations: principal, new friends, notes home, etc.
☐ talk to parents ahead of time about potential anxieties
☐ send information folder to new school on each child
☐ make picture of new school
☐ teach bus skills, take a ride on a bus
☐ have older siblings or former Head Start children talk to your class
☐ have a party to introduce children before school begins
☐ have kindergarten teacher visit your Head Start class
☐ visit new playground/library
☐ take pictures of new environment
☐ have a kindergarten class make a book for Head Start children

How Can Parent Involvement Be Continued in the Kindergarten Program?

1. What will be different for the parent?

☐ less time in classroom/program
☐ less rapport initially
☐ more formal/more structured
☐ less total interaction
☐ fewer educational opportunities (parent meetings, conferences)
☐ more expensive (supplies, special activities, meals, etc.)
☐ more threatening

2. List the ways the parent could continue to be involved and the skills needed for that involvement.
   - ☐ P.T.A.
   - ☐ teaching at home
   - ☐ classroom volunteer (room mothers)
   - ☐ make the first move
   - ☐ adult show and tell
   - ☐ share skills
   - ☐ call/see/write teacher
   - ☐ ask that teacher keep in contact
   - ☐ use Head Start as resource
   - ☐ field trips
   - ☐ attend parent conferences/open houses
   - ☐ assist in writing IEPs
   - ☐ know parents' rights
   - ☐ playground supervision
3. Describe the support role each of the following could provide:

   The Head Start teacher?
   - ☐ introduce parents to new situations
   - ☐ make them aware of parents' rights
   - ☐ be available for information
   - ☐ participate on multidisciplinary team
   - ☐ be an advocate

   The new teacher?
   - ☐ invite parents to come in
   - ☐ read information on child in file
   - ☐ have representative from school at Head Start parent meeting

   The Handicap Services Coordinator?
   - ☐ keep communication lines open
   - ☐ participate in placement meetings
   - ☐ accompany parents to new school

Determine Differences Between Preschool and Kindergarten Programs

Classroom Composition

1. How many teachers, teachers' aides, and volunteers work in the classroom?
2. How many children are in the classroom?
3. Do the numbers of adults and children in kindergarten differ from preschool? (The adult/child ratio is the number of adults to the number of children.) The typical preschool contains two or three adults and 18 to 20 children. The typical kindergarten contains one or two adults and 20 to 30 children.

Teacher Attention and Reinforcement

1. How frequently do teachers attend to the students with praise, instructions, or reprimands? (e.g., How frequently do teachers provide praise? Every few minutes, only at the end of an activity, individually or as a group?)
2. Do teachers provide special rewards or back-up activities for good behavior? (e.g., additional free time, access to the art center, good work certificates, positive home notes)
3. What are the consequences for disruptive or inappropriate behavior? (e.g., temporary removal from the activity, loss of recess or free time)

Physical Arrangement

Is the physical arrangement of the kindergarten different from the preschool?

1. Do children sit on individual mats or on a group rug?
2. Do children work at tables or at desks?
3. Are work and play areas clearly separated?
4. Are play areas visible from work areas?
5. Is the bathroom or drinking fountain adjacent to the classroom or down the hallway?
6. Are there interest centers?

Daily Schedule

1. Is the kindergarten in session longer than the preschool?
2. How many minutes do children spend:
   a. in large groups (singing, sharing, listening to stories, having snacks)?
   b. in small groups?
   c. doing academic work and fine motor activities?
   d. in free play activities?
   e. in recess and large motor activities?
   f. in moving from one scheduled activity to another (e.g., lining up for recess, waiting to be called from large group to small group?)

Classroom Rules and Routines

1. Are children required to raise their hands:
   a. for permission to speak?
   b. when they have finished a task?
   c. to seek assistance?
2. Do children speak out? If so, when? (e.g., volunteering answers in a large group)
3. During which activities can children talk to their classmates and move about the room?
4. Do children have free or limited access to the bathroom, water fountain, pencil sharpener, and/or supplies?
5. Do children manage all or some of their own materials (e.g., crayons, paper, paste) or do they use community materials? Which materials do they manage?
6. Do children walk in line single-file or double file? Do they hold hands?

Academics

1. Are there minimum competency levels? Is there a kindergarten readiness checklist?
2. Which academic subjects are taught?
3. Which curriculum materials are used most typically? For example, are math concepts taught through manipulative materials, such as Cuisenaire rods, through work sheets, or through both?
4. Are lessons taught in large or small groups?
5. How do children respond during instruction?
   a. Do children recite answers? For which subjects? (e.g., alphabet, numbers)
   b. How often and for which subjects do children reply as a group to teacher questions?
   c. How often and for which subjects do children respond individually to teacher questions?
   d. How often and for which subjects do children produce written responses? Which response formats are used? Do children circle the right answer, color in the right answer, mark (X) the right answer, mark (X) the wrong answer?

Self-Help Skills

Which self-help skills do most children demonstrate?

1. Dressing independently for outdoors?
2. Shoe tying?
3. Drinking milk through a straw?
4. Hand washing?
5. Nose care?
6. Toileting?

The worksheet on the following page, along with these explanations for each area of potential difference, may be used by Head Start personnel in observing the kindergarten classroom.

G-R3

SKILLS CHECKLIST FOR CHILDREN WHO WILL BE ENTERING PUBLIC SCHOOL

Child's Name ____________________

Teacher ____________________

District ____________________ Date ____________

[ ] RED — Entry Level Behavior
[ ] BLUE — Exit Behavior

Adapted from Portage Project materials

Understanding Self and Others	Never	Seldom	Sometimes	Usually
1. Responds positively to social recognition and reinforcement				
2. Separates from parents and accepts school personnel				
3. Expresses emotions and feelings appropriately				
4. Defends self				
5. Understands role as part of a group				
6. Respects others and their property				
7. Willingness to try something new (take risks)				
8. Plays cooperatively				
Communicating				
1. Communicates own needs and wants				
2. Answers questions about self and family				
3. Responds appropriately when comments are directed to him/her				
4. Attends to speaker in a large group				
5. Initiates interaction with peers and adults				
6. Answers questions about stories, films, etc.				
7. Relates experiences and ideas to others				
8. Asks questions to get information				

G-R3

	Never	Seldom	Sometimes	Usually
Task — Related				
1. Holds and/or manipulates materials				
2. Follows a three-part direction related to task				
3. Makes choices				
4. Finds materials needed for task				
5. Works on assigned tasks for 15 minutes				
6. Completes tasks at ability level independently				
7. Self-corrects errors				
8. Recalls and completes tasks demonstrated previously				
School and Classroom Rules and Routines				
1. Can "line up" and stay in line				
2. Raises hand and/or gets teacher's attention when necessary				
3. Replaces materials and "cleans up" workspace				
4. Moves smoothly through routine transitions				
5. Waits to take turn and shares				
6. Controls voice in classroom				
7. Stays in "own space" for activity				
8. Knows way around school and playground				
Self Help				
1. Will put on/off outer clothing within a reasonable amount of time				
2. Cares for own needs				
3. Feeds self				
4. Gets on and off bus				
5. Aware of obvious dangers and avoids them				

Compiled from *Out of the Nest,* The Wisconsin EN-EEN Project, Department of Public Instruction, 3/82.

G-R3

KINDERGARTEN OBSERVER'S WORKSHEET

Classroom Composition:

Teacher Attention and Reinforcement:

Physical Arrangement:

Daily Schedule:

Classroom Rules and Routines:

Academics:

Self-Help Skills:

Support Systems:

Adapted from Portage Project materials

TRANSITION PLAN

Family Child Learning Center
90 W. Overdale Drive
Tallmadge, Ohio 44278

Child's Name: ______________________ Date: __________

Placement: ______________ Desired Placement: __________

Team: ______________ When?: __________

Prog. Area	Curr. Status	Future Req.	Needed Action/Person(s) & Dates
Communication			
Self-Care (Eating)			
Self-Care (Clothing)			
Self-Care (Toileting)			
Mobility			
Gym			
Class Activities			
Other			

Summary Plan

Needed Equipment: ______________________

Environmental Assessments Needed Immediately: ______________________

____

Skills to be Trained: ______________________

____

Services Needed in New Environment: ______________________

TRANSITIONS

Transitions for young children occur at two levels: 1) movement from one activity to another within a familiar environment and 2) movement from a familiar environment to a new and different environment. Each requires careful planning and cooperation among adults to assure smooth and positive transition experiences for each child.

1. **Movement from one activity to another within a familiar environment.**

Adult preparation of the environment with careful planning of time, space, and materials can facilitate smooth transitions for children throughout the day. Time schedules are flexible and dictated primarily by children's interests and needs. There is a predictable set of routines and sequence to each day which provide a sense of security and ability to anticipate "what's next." Although varied materials and activities or projects are made available, basic routines provide a sense of continuity and smooth transitions. Children are guided in transitions by adults' consistent signals, cues, or verbal directions. Adults facilitate increasing self-direction and independence for each child with support and assistance given only as necessary. Older or more experienced children model transition behavior for their inexperienced peers. Transition skills include processes required for self-care (toileting, hand washing, outdoor clothing), care of materials and possession (clean-up, putting away toys and materials), mobility movement from one area to another (locating a seat/area to wait, or selecting appropriate materials for the next activity), physical fine motor coordination (carrying and manipulating trays or cups for snack, paints, etc.).

These skills develop from processes beginning during the birth to two level, with many skills acquired in part by the toddler. Toddlers become familiar with various transition routines and with this developmental foundation and continue to develop needed transition skills as they enter subsequent preschool, kindergarten, or primary environments.

2. **Movements from a familiar environment to a new and/or different environment.**

Adults facilitate children in their transition needs as they move from one grouping or program to another each day (i.e., first grade to after school day care) or graduate from one environment to another (toddler group to preschool group or preschool center to elementary building for kindergarten). Adults provide support and guidance for children in the following ways:

a. Preparing children for transition by:
   - visiting the new program, group, or building
   - meeting staff and children
   - discussing and practicing routines
   - discussing children's anticipations
   - listening and responding to children's fears

b. Providing communication between staff at different programs or buildings by:
   - visits to settings to observe and become familiar with programs
   - meetings about specific family and child needs
   - phone or written communication about family or child needs
   - cooperating in sharing relevant information or providing resources for families and teachers

c. Provide continuity in program content, environments, and adult strategies through developmentally appropriate practice:
  - using guidelines for developmentally appropriate practice for birth to two, three to five, and six to eight environments can assure a predictable set of expectations for transitions to the next environment
  - adults familiar with developmentally appropriate practice for subsequent environments can prepare children in their settings to develop relevant competencies for the next environment
  - families are informed (through conferences, visits to current and future environments and resources) of expectations for subsequent programs and environments
  - families and staff work cooperatively to prepare children and developmentally for transitions to new environments

LEVEL: GENERAL

GOAL: #2 Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will identify philosophy statements that reflect appropriate practices, least restrictive environment, and collaboration among families and professionals.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Review each statement and ask participants to identify the pertinent elements contained within each.	1. Transparency (G-T14) *Philosophy Statements* **Supplemental Resources** Hanson, M. & Lynch, E. (1989) Turnbull, R. H., III & Turnbull, A. (1990) (R)	1. G-T14 may be used as a Handout if activity is conducted in small groups. The first statement is inconsistent with developmentally appropriate practice in that the child is expected to "fit" into an existing program in which modifications cannot be made. In the second example, widely-held misconceptions which are not supported in the literature are shown. The third statement, like the first, reflects resistance to adapting a program to individual needs. In addition, children who attend community-based preschools can in fact be served by public schools through the itinerant model. Reflect on the issue of sensitivity to diversity as it relates to these statements (e.g., resistance to accommodating family choices and needs).

PHILOSOPHY STATEMENTS

DIRECTIONS: Critique the appropriateness/inappropriateness of the following philosophy statements:

1. Transition planning ensures that children who are not ready for the next step remain in their current program another year. "Summer babies" are an example; those born during the summer are not usually ready for kindergarten.
2. It is a means to ensure that children with disabilities are protected from peers who might do them harm and that their peers do not learn inappropriate behaviors.
3. This planning is based upon the school district's current resources and cannot be modified to accommodate family choices/needs. If a child with a disability is attending a community-based preschool, the child cannot be served.

GOAL 3

Transition

BEST COPY AVAILABLE

LEVEL: GENERAL

GOAL: #3 Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will be aware of the methods that can be used to assess the discrepancy between needs/services.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Brainstorm ways in which transition will mean a change for children and ways of increasing family involvement by recapping.	1. Reading (G-R7) *The Impact ...*	1. Be sure to reflect again on the importance of maintaining sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.) in this process.
2. Large group activity Discuss the steps involved in conducting a discrepancy analysis and provide an example.	2. Transparency (G-T15) *Steps to Conduct a Discrepancy Analysis* Transparency/Handout (G-T16) *Discrepancy Analysis Example*	2. Provide G-T16 as a Handout also.

THE IMPACT OF A HANDICAPPED/AT-RISK CHILD UPON PARENTS AND FAMILIES

I don't think anybody can ever really know what it means to be a parent of a handicapped child ... not until you've been there. You people can empathize; you can listen, but you can't possibly understand or even comprehend all the feelings that come like an avalanche at times ... and only seethe inside you at other times. You have no idea of the desperate-saddening sense of loss, but the bit of hope ... the resentment ... the disbelief this could happen to me ... the hopelessness ... the helpless feeling that if only you could have made it different ... the anger ... the disappointment ... the "what if" ... but the "this is my kid — my own" feelings that reel through you. You run the whole gamut of reactions, positive and negative, that make you want to run away and forget it all but stay and fight at the same time.

There's stuff you'd never believe you'd feel. Then there's some of the stuff you'd expect. Sometimes there's just nothing at all. When it's all said and done, there's just you ... dealing with it all in your own alone way ... as you have to. It never totally goes away. Maybe that's because your child is reality. He's there and will always be a part of you and your family. The reactions just change or the cycles run through again as you have a new thought ... as new things happen ... as you have a new realization of what it all means ... or doesn't mean.

But then again, I'll also say ... you're just another parent like everybody else ... and it isn't all that different. You do what you always do as a parent. You go along ... you deal with the ups and downs ... the joys ... the frustrations ... the funny times that make you laugh and wonder "why do I make such a fuss over all this?" You take the good and fight with the bad. You go on being a parent and doing your best. Actually, you have no choice. And ... you go on living.

This was the explanation given to the author by a parent during a discussion about parenting a young handicapped child. Afterward the parent added: "You know, it was hard for me to say all that. It brings up old feelings I've pushed away. I want to talk about it ... I need to, but then I don't...."

As professionals working in a service role with parents of young handicapped children, and as friends and colleagues, we try to be sensitive and understanding of this unique parenting experience. Our role as interventionists and early educators is to provide support not only to the child, but to the parents and family as well. In our attempts to find ways to give appropriate kinds of service, recent literature shows considerable attention to discussions on the impact of a handicapped child upon parents and family systems.

The birth of a child with a congenital defect or an obvious abnormality shatters the cherished image of the expected and planned for perfect child. For parents who only gradually come to recognize that their child has a disability, the dream is chipped away more slowly, and perhaps more painfully. In either case, parents face a deep sense of loss and an adjustment process that requires letting go of the "expected child fantasy." They must create a new image of their child, they must even redefine to some degree their own roles as parents. Often this loss and the imposed adjustment have a profound impact on each parent's psychological well-being. Parents go through a series of emotional reactions to the reality they face, which is described as similar in many ways to the reactions adults experience in dealing with the death of a loved one (Chinn, Winn, & Walters, 1978). Just as the mourning process helps one adjust to the loss of a loved one, mourning also helps parents of a young handicapped child adjust to their losses. It moves them beyond the initial trauma of hearing that their child is not normal to acceptance of and realistic adaptation to their child's problem.

Parents appear to experience a series of emotional reactions: shock, refusal or denial, guilt, bitterness, envy, rejection, and finally adjustment (Balcher, 1984; Bristor, 1984; Crnic, Greenberg, Ragozin, Robinson, & Basham, 1983; Farber, 1968; Cansler & Martin, 1974; and Love, 1970). Some parents have recurrent feelings so they never wholly work through and leave behind any of these stages. Chronic sorrow or intermittent feelings of inadequacy seem to be an underlying reality for some parents. Perske vividly described the various feelings parents have as "the glooms, the speeds, the blocks, the hurts, the guilts, the greats, the hates, and the give ups." Let's look briefly at some of these reactions.

Uncertainty Many parents of young handicapped children do not get a definitive diagnosis of their child's problems until the youngster is a preschooler or even a student in school, but these parents often go through a period of uneasiness about their child.

Shock Parents' initial reaction to the news that their child has a disability usually is shock. Discovering that they are indeed parents of a child such as this can be very intense and debilitating.

Denial Once the shock over the child's disability has worn off, parents may try to deny its existence.

Guilt Parents often feel guilty, as if they are to be blamed for their child's disability.

Anger Outright anger is another emotion that parents of a young child with a disability frequently experience.

Depression As the reality of the child's problems begins to sink in, parents may feel depressed as they consider what the future actually holds for them and their young child.

Acceptance Ideally, once families have worked through these previously discussed reactions, they can begin to reach a stage of acceptance of their child's disability and can adapt to the child's needs.

Sources of stress for parents and family systems

The addition of any new member into an already established family system requires the family to make adjustments, and the arrival of a handicapped child can present even greater adjustments. The effects of a handicapped child on the family and the sources of stress are not static, though. They vary as the child changes or as parents and siblings move on through the family circle. At times, stress is acute but very situational. Other sources of stress are chronic and never go away. Sometimes stress may not be apparent at all.

Stress could include:

- Additional expenses and financial burdens.
- Actual or perceived stigma.
- Heightened demands on time as a result of caretaking requirements for the child.
- Difficulties with basic caretaking tasks such as feeding, bathing, dressing.
- Decreased time for sleep.
- Social isolation from friends, relatives, neighbors.
- Reduced time for leisure or personal activities.
- Difficulties in managing the child's behavior.
- Interference with routine domestic responsibilities.
- General feelings of pessimism about the future.

Additional stress-producing factors described by others include:

- Depression anxieties in one parent, adding to the pressure of the other, who may have been coping more effectively.
- Expensive and continuing needs for medical care, possibly surgery and hospitalization.
- Constant fatigue and what sometimes seem to be endless caregiving demands upon parents.
- Marital discord that appears to arise over issues related to care of the child, guilt about the child, and dispersion of time relative to the child and mate.
- Sibling reactions or difficulties that are directly or indirectly related to the handicapped family member.

Special needs of parents and families

Parents of handicapped children likely experience some of their most intense feelings and face some of the most difficult adjustments during the early years of their child's life. This may be partly because they are in the initial phases of coping with the fact that their child is handicapped. And if a clear diagnosis cannot be made but the child shows signs that something may be wrong, the early years can be particularly uncertain and stressful. In that situation, parents are caught between the question, "Is there a problem and, if so, what should be done about it?" and "Is this something that is only temporary, and I shouldn't make a fuss about it?" The vacillation of feelings under these circumstances easily can hold parents in a state of uncertainty between doing something and doing nothing. Dangling between hope for a healthy child and acceptance of a child who may be handicapped can be highly frustrating. Given the myriad of feelings, of decisions that must be made, and of adjustments that parents must work through during the first years of their special child's life, parents not surprisingly describe this as a time "when I needed help most!"

What parent needs can be served through parent involvement activities and parent-staff interaction? Who can better describe their needs than the individuals themselves who are parenting the handicapped infants and preschoolers? Who can better observe those needs than the staff that interacts on a day-to-day basis with those parents? The words of parents themselves vividly describe the realities of their lives and the kinds of assistance that we as professionals can offer to be of greatest value. In response to the author's questioning of parents about what kinds of help they value most and what early childhood-special education programs could do to best serve them and involve them in meaningful ways, parents' expressions of need were described in various ways, but their responses tended to fall under five broad areas:

1. Parents need information (of all kinds) to enable them to better understand the nature of their child's handicap and special needs, to help them set realistic expectations for themselves and their child, and to aid them in locating resources to help in their parenting responsibilities.
2. Parents need a support group of caring, understanding persons with whom they can share and discuss their feelings and enjoy a sense of friendship and camaraderie. Parents need someone who is an understanding listener and also has the experiences/expertise to offer constructive help and information.
3. Parents need relief from parenting duties and time off when others can assume responsibility for teaching the child while parents have time to attend to their own needs and responsibilities to other family members and personal goals.
4. Parents need special training that will help them manage a handicapped child more skillfully at home or provide the kinds of stimulation that will promote development and learning in the child and better interactions between parent and child at home.
5. Parents need informal opportunities for contact with the program and with staff members who work with their children.

The rationale for parent involvement

When Public Law 94-142 was passed in 1975, Congress acknowledged the need for parents to be active participants in their children's education. That legislation officially extended parents' rights and duties from a role of passive observer to a role of educational decision maker in behalf of their child. This new role clearly represents a radical swing of the pendulum from practices that were common less than a decade ago.

1. Parents (or their substitutes) are the key teachers, socializing agents, and caregivers for children during the early years.
2. Parents can be effective intervention agents and teachers of their own children.
3. Parents are in a particularly strategic position to enhance or negate the potential benefits of an early intervention program.
4. Parents of young children with handicapping or at-risk conditions typically face additional demands and stresses that can test their coping abilities and parenting skills.
5. Involvement offers a mechanism for helping parents build a positive perspective about their child and their position as parents.
6. The greatest and most lasting benefits of parent involvement occur in programs in which parents are part of the intervention process.

What does parent involvement entail? Parent involvement has been described as a "process of actualizing the potential of parents: of helping parents discover their strengths, potentialities, and talents, and of using them for the benefit of themselves and the family." The term parent involvement covers an amazing range of possible services and activities relating to parents and families, which can be categorized under four broad kinds of involvement "processes":

1. Things that professionals do for parents or give to them. (Examples: services, information, emotional support, or advice.)
2. Things that parents do for the program or professional staff. (Examples: fund raising, dissemination, advocacy, information gathering.)
3. Things that parents do with their child as an extension of the program. (Examples: teaching and tutoring the child at home or at school.)
4. Things that parents and staff do together, wherein both work on a common activity relating to the program. (Examples: planning, evaluating, working on joint projects; working together as trainer/trainee; discussing topics of common interest; working as co-therapists with a child.)

A definition of parent involvement and its goals

Parent involvement or participation denotes a process through which parents are brought into contact with (a) the staff that has responsibility for giving service to the handicapped child (and parent) for purposes of educational intervention, and (b) activities involving the child, which are created to inform parents and to facilitate parent roles with their own child. Involvement implies a variety of alternative activities that vary from program to program. Differences in the options available are affected by the unique features of a program, the geographical setting, the population of children and parents to be served, and the resources available.

The essential elements upon which this involvement process should be built include: flexibility — to allow changing levels and types of parent involvement over time;

individualization — to match the style and amount of involvement to meet parent, child, family, and program needs; alternative options — to offer choices and the right of choice in order to achieve constructive and meaningful outcomes.

Involvement activities with parents should focus generally on one or more of the following goals:

- Personal contact and interaction: to provide a means for achieving communication between parents and staff, among parents and the ongoing service activities.
- Information sharing and exchange: to provide a means for ongoing interaction and sharing as a vehicle for building staff-parent rapport, camaraderie, and a sense of mutual understanding, counseling, and simple friendship.
- Coordination: to create a means for staff and parents to work hand-in-hand toward the same goals so that continuity is maintained between parents and staff in education and training of the young child. This increases the chances for effective teamwork and reduces the risk that parents and staff will end up working in opposition to one another.
- Assistance: to provide a range of services that will facilitate parents in their roles, provide direct services to children, and aid families in ways that strengthen the overall family system.
- Education and training: to provide information or specific training, or both, to parents to (a) help them gain an understanding of their special child, his or her handicap(s), and need, and (b) acquire skills that will enable them to manage their child at home, provide appropriate care and support, and be effective teachers of their own child.

Nondisabled Sibling Reactions and the Family Environment

Living with a brother or sister, including one with a disability, can be rewarding, confusing, instructive, and stressful. Siblings of a child with a disabling condition express a range of emotions and responses to that sibling, similar in most ways to the range of emotions experienced toward siblings who have no disability. Children react toward a sibling with a disability with feelings of love, empathy, pride, guilt, anger, and support; the predominance and prevalence of these reactions have great impact on the levels of stress and coping ability of the sibling with a disability. The positive or negative nature of the relationships between siblings and among family members may be influenced by factors such as these:

- the family's resources;
- the family's lifestyle;
- the family's child-rearing practices;
- the kind and severity of the disability;
- the number of children in the family;
- the age differences between children in the family;
- the other stress-producing conditions that exist in the family;
- the kinds of coping mechanism and interaction patterns that exist within the family; and
- the kind and quality of the support services available in the community.

The Importance of Information

Unlike their parents, siblings may have no knowledge of life without a brother or sister with a disability. Siblings generally are poorly informed about disabilities. Yet siblings' needs for information may be as great, or greater than those of parents, because of their identification with their brother or sister with a disability. It is important to bear in mind that they have limited life experiences to assist them in putting a disability into perspective. Parents should respect the nondisabled siblings' need to be recognized as an individual who has concerns and questions as well as his or her right to know about the disability. Nondisabled siblings may require information throughout their lives in a manner and form appropriate to their maturity.

STEPS TO CONDUCT A DISCREPANCY ANALYSIS

1. Determine what activities to teach.
2. Identify important skills necessary to perform the activity.
3. Determine present needs and abilities of the student with dual sensory and multiple impairments.
4. Determine skills that the student can acquire by partial participation.
5. Determine individual adaptations.

DISCREPANCY ANALYSIS EXAMPLE

Environment: Integrated Preschool Classroom

Subenvironment: Block Center

Activity: Block Building

Ecological Inventory for typical Child Sept. 19, 1991		Discrepancy Analysis for child with multiple disabilities Sept. 14, 1991	Proposed Adaptations Sept. 15, 1991
1. Chooses to play in block center.	–	1. Verbal prompt required. No choice expressed.	1. "Would you like to play with the blocks today?"
2. Walks to block center.	–	2. Physical prompt to walk with walker.	2. Walker. Use targeted for instruction. Child expected to position, use with minimal assistance within two weeks.
3. Positions self to access blocks with floor space for building.	–	3. Physical assistance to transfer to floor in prone.	3. Bolster to position for arm movement.
4. Selects type of blocks.	–	4. Verbal prompt required.	4. Display alternatives so child indicates preference.
5. Selects blocks for use as needed in building.	–	5. Physical assistance required to access blocks for building.	5. Place several blocks on floor for child to use. Gradually increase the number.
6. Connects blocks horizontally.	+	6. Child connects blocks independently.	6. None. Child able to perform skill independently.
7. Builds 2-block tower.	+	7. Child builds 2-block tower in imitation of model.	7. None. Child able to perform skill independently having observed model.
8. Combines horizontal and vertical additions.	–	8. Demonstration and verbal prompt required.	8. Ask peer who chose block building to demonstrate and tell child.
9. Constructs cooperatively with peer in shared construction.	+	9. Child accepts peer overture, adds to shared construction.	9. None. Child responds by adding blocks to shared construction.
10. Narrates in representational play, dialogues.	–	10. Child nonvocal, but indicates intent, expresses pleasure.	10. Suggest peer ask child to choose. Observe intent, reactions expressed.

LEVEL: GENERAL

GOAL: #3 Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will be able to prepare a worksheet for a transition meeting.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Ask the participant what families would like educators to know about their children.		
2. Review the Transition Team Meeting Worksheet.	2. *Transition Team Meeting Worksheet* (G-W1)	

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TRANSITION TEAM MEETING WORKSHEET

Date of Meeting ____________________ Location ____________________

Members of Transition Team:

________________________ ________________________

________________________ ________________________

________________________ ________________________

These are my child's strengths:

- Things I really like about my child
- Things my child really likes
- Things s/he does well

These are some areas my child may need special help with:

Some things I have been working on at home with him/her are:

Plans for next year:

- What special services do I think my child might need?
- Will s/he need any changes in the classroom or building?
- How do I want to keep informed about my child's progress? How often?

LEVEL: GENERAL

GOAL: #3 Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will be able to identify family-centered strategies for collaboration.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Ask participant to list ways in which meetings they've attended could have been improved through improved communication. Discuss in large group.		
2. Review the four practices which promote improved communication.	2. Handout (G-H3) *The IFSP Planning Process*	2. Think about how improved communication can show a respect for diversity (e.g., ability, cultural, racial, religious, gender, etc.) in the transition process.

THE INDIVIDUAL FAMILY SERVICE PLANNING PROCESS

The Individual Family Service Plan (IFSP) is used to describe, in writing, a planning process between families and professionals that results in identification of desired outcomes for an infant or toddler or the family. Both family resources and strengths as well as the needs of the infant or toddler are described in relation to each identified outcome. The process for developing the written IFSP used at the Family Child Learning Center were developed on the basis of federal requirements (outlined in the above section) as well as philosophical assumptions that have been defined by parents and professionals throughout the country and adopted by the federal IFSP Task Force and NEC*TAS Expert Team (Johnson, McGonigel, & Kauffman, 1989). These assumptions are drawn from the professional work of Ann and Rud Turnbull, Carl Dunst, Rebecca Fewell, Beverly Johnson, Lisbeth Vincent, as well as families of children with disabilities. The FCLC process and written form also conform with the assumptions and principles adopted by the Ohio Early Intervention Interagency Coordinating Council's IFSP Task Force and have been incorporated into Building Family Strengths, a state-wide training program for families about the IFSP that has been developed by parents of children at FCLC.

Included in the philosophical assumptions underlying the IFSP are statements concerning the roles of families and professionals in the IFSP process. Families have the right and ability to make decisions about their children. These include, but are not restricted to choices in services, location of those services, and of the professionals who will be involved with their children and family. Families also have the right to refuse any or all services suggested by professionals. Professionals assume roles that assist families to carry out their decisions including providing families with all the information necessary to make decisions concerning their children and themselves.

The process that results in the completion of the written IFSP document is one where professionals enhance a family's ability to become active planners for their children. The process is both flexible and ongoing. Initial steps include:

1. **Setting up a meeting among families and professionals who are involved with the child and family.**
    a. Families select the meeting time. Meetings are scheduled at a time when both parents may attend, if desired. Other significant family members (e.g., grandparents) or family friends or advocates may be involved, if desired by the family. Arrangements concerning work time for staff may need to be altered to allow meetings during non-traditional working hours. All professionals who are involved with the family and child are present, ideally, at the IFSP meeting, including those professionals who are not employed by the primary early intervention agency. The service coordinator (case manager) is responsible for scheduling the meeting and for ensuring that professionals from all agencies, or their representatives, are present.

    b. Families choose the location for the meeting (e.g., home, center, hospital, agency, school).

    c. Families select those individuals whom they wish to have present at review meetings. Ideally, formal IFSP meetings include representation of all individuals and agencies involved in implementing the IFSP.

    d. Most initial meetings last at least an hour and a half. Some meetings need to be scheduled in two closely spaced sessions in order to clarify and synthesize information.

2. **Allowing family members to speak first at the IFSP meeting after professionals have established that the purpose of the meeting is to develop a plan for services.**

   a. Professionals describe an infant's or toddler's current functioning by asking families to describe their children's current abilities. Thus, families provide information about their children before professionals describe current levels of functioning. Professionals "fill in" descriptions of children's present levels of functioning by providing operational statements of what children are able to do. Test scores or listings of developmental milestone steps are not appropriate descriptions of present levels of functioning nor does this information assist in developing appropriate outcome statements.

   b. Professionals provide a background for families through statements such as "a mother told me yesterday that one thing she would like for her son to be able to do is to go to Sunday school at church. What types of activities is your family interested in having ___________ do?" In ways such as this, professional establish that the IFSP will be based on **family-desired outcomes** for their children, rather than a compilation of goals and objectives from professionals.

3. **Interacting with families in positive ways to seek clarification and ensure that families have expressed all desired outcomes.**

   a. Professionals only establish outcomes when all the outcomes that are important to families have been expressed. Professionally-established outcomes are a focus of early intervention services only after all the outcomes established by families have been addressed.

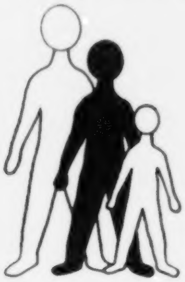
   b. Professionals do not judge the validity or feasibility of outcomes established by families but rather attempt to understand exactly what outcome(s) a family desires. Parents are likely to establish outcomes that relate to children's achievement of independence in typical skills such as walking or talking. Only very well-informed parents may be able to express that they would like their child to talk using an augmentative system or to walk using a walker. When families of children with very severe disabilities request performance of skills that do not appear to be "realistic" for the child, given the degree of disability, professionals need to expand and inform families of the ways in which this outcome may be achieved. For example, if a family of a child who is severely physically disabled establishes walking as an outcome, the professional reshapes this statement by saying something like "It sounds important to you for ______ to be able to get around the house without your help. Walking independently may not be easy for ______ to learn but getting around the house by himself is something we can work on by teaching him to ______, (e.g., use a walker, motorized car, tot-sized wheelchair, etc.)." In this way, professionals respect the content of a family's message without getting tied to the specific way in which that outcome might be obtained. Professionals have knowledge about all the various ways in which desired outcomes may be attained. Families do not typically have this type of knowledge until provided information by professionals.

4. **Establishing that the IFSP is an ongoing process where families have ownership of the plan and its review.**
   a. Professionals, particularly the service coordinator (case manager), check back regularly and informally with families and revise the plan, as needed.
   b. At the Family Child Learning Center, scheduled reviews are held each semester of a child's enrollment (every four months). Part H requires that the IFSP outcomes be formally reviewed and updated at the minimum of every six months and that the IFSP written document is completed on an annual basis. This means describing the child's present level of functioning, reestablishing those services that will be provided, and conducting any assessments necessary to formally review and update the plan.

Source: Family Child Learning Center, Talmadge, OH

GOAL 4

Transition



BEST COPY AVAILABLE

LEVEL: GENERAL

GOAL: **#4** Be informed of model practices and processes in transition planning.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will learn the characteristics of model transition practices in programs serving young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Show overhead after introducing the concept of outcome-based program evaluation.	1. Transparency (G-T17) *Best Practice Guidelines*	1. Begin by noting that characteristics of model ECE programs are consistent with those of ECSE.
2. Large or small group activity Brainstorm the characteristics of an environment for young children in terms of: – adult interactions with children – space – time – materials – sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.)	2. Reading (G-R8) *An Overview of the Learning Environment*	2. Reading may be used as reference for leader or as a Handout.
3. Large group activity Discuss how young children with disabilities can benefit from the organization of the environment.	3. Transparency (G-T18) *Creating a Normalized Environment ...*	3. This information is geared for special education personnel.
Overview four model programs from the *Transition Planning* article.	Handouts (G-H4, 5, and 6) *Transition Planning* article *Project TEEM* *Project BEST*	Discuss key features of each project. Discuss how each address needs of children and families reflect on whether certain models more successfully facilitate sensitivity to diversity.

BEST PRACTICE GUIDELINES IN EARLY CHILDHOOD EDUCATION: OUTCOME-BASED CHARACTERISTICS

- A variety of outcome measures are used.
- There is ongoing preparation for future settings.
- Curriculum emphasizes skills with present and future utility.
- Transition planning is in place for every child.

Source: McDonnell, A. and Hardman, M. (1988).

AN OVERVIEW OF THE LEARNING ENVIRONMENT

An important aspect of planning a curriculum for young children is the careful preparation of the learning environment. The environment is more than just the physical space. It includes the **adults,** the **space arrangement,** the **time schedule,** and the **materials.** A well-planned environment is responsive to young children's initiations. It gives feedback, poses problems, encourages further exploration, and facilitates the construction of knowledge. It is sensitive to the varying needs, backgrounds, interests, and abilities of the children. The environment serves to manage behavior through organization, type, number, and variety of materials, and the way in which the schedule of the day is constructed. When all components are carefully and coherently designed, the environment *is* the curriculum.

Care-giver characteristics include

- warmth
- sincerity
- compassion
- empathy
- sensitivity to the child's perspective of the world
- respect for self and others
- an understanding of child development
- creativity/flexibility
- an ability to observe and objectively record observations
- an ability to listen
- an ability to reflect upon one's own actions and intentions
- an ability to communicate with others in ways that reflect all of the previous qualities

Learning space should

- encourage independence and exploration
- provide for individual space as well as room for small and large group activities
- allow for a variety of learning activities and centers
- provide varying levels of stimulation to match children's developmental needs
- encourage organizational skills through an ordered environment with storage space
- provide children access to all areas, including children with limited mobility
- give attention to both horizontal (floor, child activity area) and vertical (walls, windows, ceilings) space
- be both functional and attractive
- provide space for quiet, contemplative activity as well as more active social activity
- be safe, free of obstacles, sanitary, and provide clear view of all activities
- provide, when possible, in-class water source, adjacent toileting and handwashing

Time should

- be based on child's developmental level
- be flexible yet predictable
- be paced to group and individual needs
- be balanced between quiet and noisy activity
- provide for continuous learning
- include both individual and group activities
- include planned transition times as important parts of the day
- include activities for the child to choose as well as teacher-facilitated activities
- be divided into blocks long enough for children to become immersed in an activity

Materials should

- be safe, durable, and in good repair
- be of interest to children
- be age appropriate
- be multi-sensory (hearing, seeing, touching, smelling, tasting)
- engage children in active play
- reflect a multicultural, anti-bias curriculum
- be adaptable for individuals with special needs
- be challenging
- be open-ended and flexible (children can operate on, use materials in more than one way)
- be accessible to all
- be varied periodically
- be aesthetically pleasing
- be of sufficient quantity for use by many children

CREATING A NORMALIZED ENVIRONMENT

- independent access to toys by children
- room division by interest centers
- labeling a place for each child's belongings
- use of bright colors
- display of children's creations
- instructional concepts shown on bulletin boards
- respecting privacy (confidentiality by not posting IEP goals, data charts, behavior plans)
- using and storing adaptive equipment in ways that do not call attention
- separate area of room for toileting/diapering

Source: Hanline, M. F., Suchman, S., and Demmerle, C. (1989).

TRANSITION PLANNING

Susan A. Fowler

Many children and their families who are served by early intervention programs will make one or more transitions between programs before they enter elementary school. Such changes in placement often are dictated by changes in the child's age or abilities. The transition between programs usually means a shift in teachers and staff; it also may mean changes in program format (e.g., center-based versus home-based), philosophy, curriculum, location, and agency jurisdiction (e.g., health department versus local education agency). The availability of parent services, involvement, or contact may differ, too.

The number of changes produced by the transition to a new program may place children and their families at risk for the loss of appropriate services. For instance, lack of coordination between agencies may delay a child's placement. Differences in eligibility requirements between agencies may leave some children or families unserved. Differences in program curriculum or teaching style may affect a child's adjustment or acquisition of new skills. At a minimum, the changes engendered by a transition will create varying amounts of stress for the family and the child (Johnson, Chandler, Kerns, & Fowler, 1986).

To minimize these risks, careful planning is required at the agency, direct service, and family levels. In fact, concern for such planning is reflected in section H of the amended Education for the Handicapped Act (P.L. 99-457), which calls for the individualized family service plan to contain steps to support the transition of young children and their families from infant and toddler programs to preschool programs.

The following guidelines (Hains, Fowler, & Chandler, in press) are provided to agencies, programs, and families for facilitating transitions between programs:

- *Interagency planning.* Each agency should develop a written transition plan outlining the activities involved in changing placement of a child and family. The plan should contain a suggested timeline for each activity and staff assignment for ensuring completion of each activity. The sending and receiving agencies should communicate and coordinate this plan with one another. After the transition is completed, the agencies should evaluate the quality of the transition from the program's and family's perspective.
- *Program planning.* The sending program staff should obtain basic information regarding the next placement in order to prepare the child and family for the new program. Such information might include the program's philosophy, schedule, routines, curriculum, and skills expectations. Exchange visits between programs are one way to gather this information and make the planning easier. When possible, the sending program should introduce the child to skills that will be needed in the new program as well as new routines. Staff should also prepare the family for differences in the level of family contact or support.
- *Family planning.* Families should have the option to participate in all phases of transition planning and should be provided with the anticipated sequence of activities and a timeline for completing the transition. Families can be encouraged to visit the new placement option and meet with the new staff. Families should be included when the child and family needs are identified and prioritized at the placement conference, and they should participate in any decisions regarding child placement. They can help prepare the child for the transition by taking the child for a visit to the new program, discussing the change, and including skills and routines expected in the new program in their daily home activities.

Promising Programs

In recent years, a number of programs, supported in part through the Handicapped Children's Early Education Program, have developed models for planning and facilitating the transition of young children between programs. Brief descriptions of four current programs follow:

Project BEST

Advance planning and communication between the sending and receiving programs and the home are emphasized in the BEST model (Building Effective School Transitions). A manual includes guidelines and sample formats for (a) developing interagency agreements; (b) communicating between the home and service program; (c) involving families in decision making; (d) constructing a timeline for each child's transition; (e) identifying local agencies for referral; (f) preparing the child for a change of programs; and (g) evaluating the family's and program's satisfaction with the transition process.

A three-part conversation guide, the *Transition Planner,* assists families in identifying and prioritizing child and family needs related to the transition. A skills readiness survey is completed by the sending and receiving teachers to identify similarities and differences in program expectations several months prior to the transition. The materials have been developed and field-tested with children moving from preschool programs to elementary school programs. For further information, contact Tommy Johnson or Robin Hazel, Bureau of Child Research, University of Kansas, Lawrence, KS 66045, 913-864-3050.

Project STEPS

The STEPS model (Sequenced Transition to Education in the Public School) presents a community-wide interagency approach to helping children with handicaps and their families make a successful transition from a preschool program to the least restrictive environment in the public schools at the kindergarten or elementary level. The model was developed among seven diverse preschools working in active collaboration with the public school system. The preschools included specialized preschools for the handicapped, integrated preschool programs, Head Start, and community agencies serving at-risk children.

The project replication manual describes procedures for establishing an interagency group and negotiating and implementing transition timelines and procedures. Sample procedures and forms for this administrative component are provided. Strategies for staff development in the sending and receiving schools are identified. These include training and cross-program visitation. The Helpful Entry Level Skills Checklist is a quick screening device that staff can use to identify social and behavioral skills that help children to be independent and enhance their successful placement. An instructional strategies document correlating to this checklist is also available. The parent involvement component presents a multilevel approach ranging from one-on-one counseling to group training. For further information, contact Peggy Stephens, Child Development Centers of the Bluegrass, 465 Springhill Drive, Lexington, KY 40503, 606-278-0549.

Project TEEM

Project TEEM (Transitioning into the Elementary Education Mainstream) has developed a model that enables school systems to establish and implement a transition planning process. The model is designed to address the concerns expressed by families and professionals regarding entry into the public school, promote the implementation of best practices, and facilitate the transition of all children with handicaps from preschool into the regular kindergarten and elementary school mainstream.

There are two major components of the model. The first component delineates best practices across the following steps: (a) establishing a transition planning team comprised of all key individuals; (b) informing and involving the child's family; (c) preparing the child and local elementary school prior to placement; (d) planning the child's social and educational integration; (e) monitoring and supporting the child's placement; and (f) planning future transitions.

The second component provides guidelines for systems to develop a transition process. Included are guidelines for (a) eliciting system-wide commitment and involvement; (b) developing written procedures that encompass the best practices and promote timely and systematic transitions; and (c) identifying and obtaining the training and resources to establish and support the transition process. For information, contact Michael Conn-Powers, Jane Ross-Allen, or Susan Holburn, Center for Developmental Disabilities, 499C Waterman Building, UVM, Burlington, VT 05405, 802-656-4031.

Interagency Transition Model

The objective of this is to ensure a planned transition for young children with special needs who are moving from one primary service provider to another. The model provides direction to administrators, assessment, and direct service personnel, and parents as they plan and carry out transitions.

The *Troubleshooting Guide* assists model users with identifying problems related to their current transition practices. Completion of this guide results in a prioritized list of issues, which then directs users into the strategy section of the model. Strategies are presented in six issue areas: transfer of records, timing of transition events, awareness of programs, parent involvement, decision-making process, and post-placement communication.

Required actions, guidelines, and necessary forms are included with each strategy. Participating agencies are encouraged to modify strategies and forms to fit their specific needs and existing practices. An evaluation plan assists users with examining overall outcomes as well as the effects of individual strategies. Model procedures have been field-tested and replicated by numerous early intervention programs, school districts, and Head Start programs representing urban, suburban, and rural locales. For additional information, contact Pam Tazioli or Gene Edgar, Experimental Education Unit, WJ-10, C.D.M.R.C., University of Washington, Seattle, WA 98195, 206-543-4011.

Conclusion

The four programs described above provide exemplary practices in planning and coordinating transitions in one or more of the following areas: interagency planning, program planning, and family planning. The sample of four are not the only programs addressing the issue of transitions. Many early intervention programs are developing a transition component to ensure that the gains children make in the preschool transfer and maintain in subsequent school programs.

Transition programming provides children and their families with a bridge between the comfortable and well-known program and the new and often unknown program. The journey can be one of excitement, challenge, and success if programs provide the map and a sound structure for the trip.

References

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Johnson, T. E., Chandler, L. K., Kerns, C. M., & Fowler, S. A. (1986). What are parents saying about school transitions? *Journal of the Division of Early Childhood, 22*(1), 10- 17.

Susan A. Fowler (CEC Chapter #665) is Associate Scientist, Bureau of Child Research, University of Kansas, Lawrence.

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PROJECT TEEM

Center for Developmental Disabilities
UVM, Burlington, VT
TEEM OUTREACH, January, 1990

Critical Activities and Timelines for Transition Planning

Critical Activities for Transition Planning	**Timelines**								
	Two Years Prior to Transition			One Year Prior to Transition			Enrolled in Kindergarten		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Families should be provided with information about the school's transition policies and procedures.	—	—	—	—					
Families' goals for their child's transition, the types of information and support needed, and their desired level of participation should be determined as part of the transition process.		—	—	—	—				
Families should be able to receive assistance in obtaining the desired information, support, and opportunities for participation in planning their child's transition.		—	—	—	—	—			
Local elementary school staff should be informed well in advance about children with special needs who will be entering kindergarten.		—	—	—					
Early childhood special education and elementary school staff who will collaborate with the child's family to initiate and coordinate the transition planning process should be identified early in the transition process.		—	—	—					
The child's potential kindergarten classroom placement should be identified early in the transition process.		—	—	—	—	—			
A transition planning team should be established for each child.		—	—	—					
The child's individual transition plan should be developed well in advance of entry into kindergarten.		—	—	—	—				
The school should obtain necessary resources including personnel, instructional materials, and adaptive equipment, and should complete building improvements.		—	—	—	—	—	—		
Public school staff should obtain necessary training and technical assistance.		—	—	—	—	—	—		

Critical Activities for Transition Planning	Timelines								
	Two Years Prior to Transition			One Year Prior to Transition			Enrolled in Kindergarten		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Skills for enhancing the child's successful participation in the kindergarten classroom and elementary school should be identified.		—	—	—					
Teaching and management practices and routines used in the kindergarten classroom should be identified.		—	—	—					
The child should be taught the enabling skills and, if appropriate, kindergarten routines and teaching practices should be integrated into the child's preschool program.				—	—	—			
Strategies for promoting the child's participation within each kindergarten and school activity should be determined.						—			
The family and elementary staff should identify the methods they will use to share information once the child is enrolled in kindergarten.						—			
Elementary school staff should monitor the child's participation in the kindergarten classroom and other elementary school settings.							—	—	—
Early childhood special education staff should provide the child, family, and elementary school staff with follow-up support.							—	—	—

TRANSITION PLANNING PACKET

This packet contains forms to help plan for transitions of children with special needs from early childhood programs into the elementary school mainstream. A school or district can use these forms or adapt them to address their unique needs. The forms are grouped according to purpose. The forms used and timelines for use will vary according to the amount and type of transition planning required for each individual child.

Sharing Information About the Child

Early Childhood Student Information Form

This form allows the early childhood staff to summarize the strengths, needs, and learning style of the individual child and share this information with administrators and other planning team members. The form also enables the early childhood staff to list out recommendations for potential needs (e.g., special education services, adaptive physical education) once the child enters the elementary school.

Drafting the Individual Transition Plan

Checklist for the Transition of Individual Students or Individual Transition Plan

Either of these forms can be used to draft the child's individual transition plan. School or district transition procedures can be written onto the Checklist and appropriate ones checked off as they occur for the student. The Individual Transition Plan can be used to list specific activities which must occur around a child's transition prior to, and after, he or she enters the elementary school.

Determining School Accessibility

Assessment of School Environments

This form is a checklist to determine accessibility across school settings and to facilities and equipment. A sending or receiving staff member can assess the physical environment once so that the information is available for planning for all transitions. Information can be kept on file and updated as necessary. The form should be available for review by the early childhood staff, administrators, and a child's individual planning team to determine if any adaptations are necessary before the child enters the school (e.g., building a ramp).

Identifying Skills Critical for Functioning in Future Classroom Settings

It is recommended that the activities on these checklists and observation forms be carried out in the fall of the school year so that the results are based upon skills and routines appropriate for entering kindergarten children.

1. Classroom Survival Skills Checklist

Receiving classroom teachers will complete this checklist. The checklist allows the teacher to indicate which skills he or she feels contribute to a child's successful participation in the kindergarten classroom, i.e., skills that are "important." The receiving classroom teacher is also asked to identify which of the "important" skills are critical for children to have in order to participate successfully.

2. Classroom Observation Form

This form is to record observations made in future classroom settings. The cover page of the form lists questions which the observer(s) (e.g., early childhood staff) can review prior to an observation. The questions provide a structure for looking at the physical and social organization of the classroom routine, and the management and instructional strategies of each activity. The information collected can help the early childhood staff determine how they might modify their own structure and curriculum to reflect some of the practices of the receiving classroom.

3. Survival Skills Checklist and Classroom Observation Follow-up

This form provides a format for the sending staff and receiving classroom teacher to discuss and validate results of the Survival Skills Checklist and Classroom Observation Form. The primary purpose is to agree upon which skills are critical for a child to participate successfully in the receiving classroom. If there is more than one receiving classroom, it is suggested that sending program staff compile a list of the critical skills identified by classroom teachers and list them on the Individual Skill Assessment.

4. Individual Skill Assessment

This form provides a means to determine critical skills which need to be addressed for a specific child during his or her last year in the early childhood program. The critical skills for classroom participation, identified through survival skills checklists, classroom observations, and follow-up meetings, can be listed on the form. The early childhood staff can identify which skills the child has, which are emerging, and, together with the receiving teacher (and possibly other planning team members) identify skills which should be incorporated as goals in the child's Individualized Education Program (IEP) during his or her last year in the early childhood program.

This information collected about the school and classroom environments should be reviewed periodically and updated with the addition of new teachers, and/or if there are significant changes in a specific classroom structure or routine.

Preparing Receiving Personnel

Identification of Training and Technical Assistance Needs

This form enables the transition planning team to specify individual activities (e.g., inservice training for staff, specific consultation with a school bus driver) necessary to prepare receiving school personnel (staff and students) for integrating and educating the child.

Final Placement Planning

The Integration Plan

The Integration Plan facilities, to the maximum extent possible, the child's integration into the daily classroom/school routines and successful adjustment to the new setting. The Integration Plan consists of three parts:

1. Daily Schedule/Activities

This form can be used in the final stage of placement planning. It should specify, for each child, his or her daily schedule or the different activities in the future placement. Team members can then determine, for each school or classroom-related activity, whether any adaptations, additional resources, and/or integration strategies are necessary for the child to participate successfully.

2. Monitoring Plan

This form can be used to check on the child's progress in the new setting. The form also specifies strategies for obtaining information and/or assistance from the former early childhood teacher after the child is enrolled in the local elementary school.

3. Home-School Communication

This form lists suggested strategies for sharing information between families and elementary school staff after the child enters the elementary school.

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EARLY CHILDHOOD (EC) CHILD INFORMATION

1. Student: ______________________________ Date of Birth: ____________
2. Parents: ____________________________________ Town: ____________
3. Home School: ____
4. Anticipated Teacher: ____
5. Year Eligible to Enter Kindergarten: _______
6. Present EC Services: _____ Itinerant _____ Center based _____ Sp./Lang.

   _____ OT _____ PT _____ I-Team
7. Comprehensive re-evaluation due by: __________
8. Child's strengths:
9. Child's needs:
10. Medical information/developmental history:

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11. Child's learning style and behavior management information:

12. Anticipated service needs: Level: (monitoring, consulting, direct service)

______ Regular Education ______________________________

______ Special Education ______________________________

______ Speech/Language ______________________________

______ Occupational Therapy ______________________________

______ Physical Therapy ______________________________

______ I-Team ______________________________

______ Adaptive P.E. ______________________________

______ Other ______________________________

13. Anticipated adaptations needed (include physical, personnel, instructional):

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CHECKLIST FOR THE TRANSITION OF INDIVIDUAL CHILDREN

Child's Name ______________________________

Sending Program ___________________________

Receiving Program _________________________

Individual Transition Planning Team:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

CHECKLIST FOR THE TRANSITION OF INDIVIDUAL CHILDREN

Procedures	Who	Date Projected	Date Completed	Comments

Procedures	Activities	Individual(s) Responsible	Timeline (when)

G-H5

INDIVIDUAL TRANSITION PLAN

Student: ______________________________ Date: ____________

Elementary School: ______________ Year Entering Elementary School: ______

Individual Transition Planning Team:

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

Procedures	Activities	Individual(s) Responsible	Timeline (when)

SECTION THREE
Staff Requirements to Implement Transitional Services

The development of a transitional package and related transitional services requires a coordinated and thorough, but not unusual, group effort among all professionals who provide services for children. Below is a list of responsibilities for each professional. Duties should be determined by the actual resources possessed and the child's unique needs.

Role of the Teacher

1. Package development

____ a. Compile information for "General Information" section
    ____ Play preferences
    ____ Learning patterns
    ____ Social history
    ____ Behavior programs
    ____ Reinforcers
    ____ Visual Screening results
    ____ Other
    ____ Current orthopedic concerns
    ____ Birth history
    ____ Medical history
    ____ Medications
    ____ Allergies
    ____ Dental concerns
    ____ Hearing screening results

____ b. Individual Education Plan (IEP) development
    ____ Assessment and prescription for specific areas
    ____ Coordinate objectives recommended to provide transdisciplinary approach
    ____ Implement all approaches, activities, and equipment recommended or provided by all professionals. Evaluate the effectiveness of these and provide feedback to appropriate professionals

____ c. Serve as coordinator for child's individual transitional package

2. Training

____ a. Provide training to parents regarding management, approaches, equipment usage and maintenance, and educational objectives
____ b. Attend and participate in in-service training sessions for receiving school staff(s)
____ c. Provide information regarding behavioral management, cognitive development, social or emotional enhancement, and self-help skills to receiving staff

3. Advocacy

____ a. Provide information to support placement in the least restrictive environment
____ b. Participate in eligibility determination and placement meetings

Role of Therapists

1. Package development

____ Evaluate child's current functioning
____ Recommend activities and approaches for IEP
____ Determine, construct, and order recommended equipment for transitional package
____ Determine activities, management, and equipment to be videotaped or photographed
____ Provide script and captions for videotape or photographs
____ Provide commercial illustrations, handouts, journal articles, and instructions for inclusion in transitional package
____ Evaluate or revise equipment, activities, and management according to feedback

2. Training

- ____ a. In-house (sending agency)
  - ____ Demonstrate management techniques to other professionals involved
  - ____ Provide input to manage incorporation of respective objectives into daily classroom routine
  - ____ Provide information regarding "best practices" to other professionals involved
  - ____ Monitor teacher performance of management techniques and equipment usage
- ____ b. Receiving site
  - ____ Attend and participate in in-service training of receiving school staff(s)
  - ____ Provide additional information upon request

Role of Coordinator

1. Liaison

- ____ a. Professional
  - ____ Establish an advisory board composed of professionals from public schools and community agencies
  - ____ Schedule and attend subcommittee meetings to discuss and design transitional materials
  - ____ Establish initial contacts with all designated public school systems
  - ____ Schedule and attend planning conferences for individual transitional packages
  - ____ Arrange attendance and attend eligibility determination and placement conferences
  - ____ Supervise follow-up interviews and information
- ____ b. Parental
  - ____ Orient parents to transitional program
  - ____ Survey parents about concerns and informational needs before the transition
  - ____ Supervise parent training workshops
  - ____ Coordinate visits of parents and professionals to receiving school sites
  - ____ Supervise follow-up interviews and information

2. Transitional Package Development

- ____ Supervise quality and timeliness of individual package development
- ____ Arrange and supervise videotape and photography sessions
- ____ Supervise transitional package deliveries to receiving school systems
- ____ Coordinate and attend individual in-service sessions at receiving schools
- ____ Supervise handicap awareness materials and resources to be used in public schools

Role of Receiving School(s)

- ____ Provide information regarding resources and needs of involved classroom
- ____ Assist in the design of transitional services through subcommittees, questionnaires, etc.
- ____ Consider sending staff information in eligibility determination and placement conferences
- ____ Participate in in-service sessions, follow-up surveys and comparisons for monitoring transitional services

SECTION FIVE
Interdisciplinary Approach to Transitional Package Development

The development of an interdisciplinary transitional package requires a coordinated, coherent team effort among all therapists, teachers, and the program coordinator. The following is an outline of the major responsibilities of all parties involved. It is suggested that this outline be used as a springboard for discussion and development by the Transitional Package Subcommittee.

Evaluation

Each professional involved in an individual package will, for his or her respective area:
____ Schedule evaluations of the child's current functioning
____ Document the findings of the above evaluations
____ Submit the evaluation report to the coordinator for that package

Prescription

Upon evaluating a child, the teacher or therapist will, for his or her respective area:
____ Determine basic goals and objectives appropriate for an IEP
____ Submit a list of such goals and objectives to the package's coordinator (see Coordination below)
____ Provide any illustrations appropriate to demonstrate recommended handling or positioning practices
____ Submit a list of all equipment recommended for the transitional package
____ Submit suggested activities, positions, management or "best practices" recommended in the transitional package as appropriate for the videotape

Coordination

All professionals involved in an individual transitional package will, for their respective area:
____ Attend transitional package planning conference(s) to discuss and combine goals, objectives, and approaches for the development of the individual transitional package
____ Submit lists of equipment, audio visual materials, goals, objectives, illustrations, and evaluation reports to the package's coordinator (see above)
____ Discuss possible dates for videotape or photography session
____ Provide handouts, journal articles, general instructions, and other supplementary material that might be needed

Equipment

Each professional involved in an individual transitional package will, for his or her respective area:

____ Design or order the adaptive equipment recommended (this is limited to personal adaptive equipment)
____ Construct, or contract for the construction of, adaptive equipment recommended
____ Arrange a period of time for the child to use the equipment
____ Check for feedback from teacher, therapist, or parents regarding equipment fit and functionality
____ Submit all equipment to the package's coordinator on or by specified target date

Audio Visual Materials

Each professional involved in an individual transitional package will, for his or her respective area:

____ Arrange to be present at the video or photography session at the designated time with all necessary materials and equipment
____ Provide a script for the videotape section
____ Provide suggested captions for all photographs suggested

PARENT PROGRAM SURVEY QUESTIONNAIRE

1. What topics would you like to learn more about during this school year? (What particular needs do you have in planning for and working with your child? Are there agencies about which you want more information?)

2. To get new information and assistance, would you rather hear speakers, watch videotapes, participate in small group discussions, or have an individual education session?

3. In your opinion, how can our staff be helpful in preparing both you and your child for the transfer into a new educational program? What needs do you have that you would like help with?

4. What time of day and day of the week is most convenient for you to participate in the Parent Training Program?

5. Would you like to have printed material on "working with your child" available? If so, would you rather use a parent library or receive handouts at seminars or information from other community agencies?

G-H6

PROJECT BEST

Bureau of Child Research
University of Kansas, Lawrence, KS

Preschool Transition Project
Transition Plan

Child: ______________________________

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 19_____/_____ school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: ______________________________

Neighborhood School: ______________________________

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons Title Date

______________________________ __________

______________________________ __________

Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished

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Preschool Transition Project
Transition Plan

Child: ______________________________

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten with speech services

Neighborhood School: Utah Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. PTP staff will contact school district to discuss process for getting R.N. speech services.	M. Innocenti	May 15, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. PTP staff will send end-of-year records to school district.	M. Innocenti	May 30, 1987	
3. Parents will contact school principal to discuss R.N.'s placement. Other contacts will be made based on #1 recommendations.	Parents	May 30, 1987	
4. Parents will stay in close contact with teacher during school year. Provide teacher report to teacher if necessary.	Parents	1987/88 School Year	
5. Parents can contact PTP staff for advice if necessary. (Mark Innocenti 750-1234)	Parents	As Needed	

Preschool Transition Project
Transition Plan

Child: ______________________________

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Self-contained

Neighborhood School: West Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. SIP staff will send letter to XYZ school district to introduce F.S. and give recommendations.	M. Innocenti	May 15, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. SIP staff will send records to school district.	M. Innocenti	May 30, 1987	
3. Parents will contact school district regarding F.S.'s placement.	Parents	May 30, 1987	
4. F.S.'s parents will contact SIP staff to inform of placement.	Parents	Sept. 15, 1987	
5. SIP staff will send teacher records.	M. Innocenti	Sept. 15, 1987	
6. F.S.'s parents may contact SIP staff with questions or other. (Mark Innocenti 750-1234)	Parents	As necessary	

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Preschool Transition Project
Transition Plan

Child: ______________________________

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten

Neighborhood School: Brown Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. U.K. is recommended for enrollment in regular kindergarten at the Brown School. Parents will contact the principal to	Parents	May 30, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
discuss U.K.'s medication needs and classroom placement.			
2. PTP staff will send U.K.'s records to parents for their files.	B. Fiechtl	June 5, 1987	
3. Monitor U.K. through the school year, through the teacher, to keep informed of progress.	Parents	Monthly 1987/88	
4. If speech services are desired, inform U.K.'s teacher for school to do testing.	Parents	If Needed	
5. If you have questions feel free to call Mark Innocenti 750-1234.	Parents	As necessary	

G-H6

Preschool Transition Project
Transition Plan

Child: J.B.

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten

Neighborhood School: South Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. Provide the parents with J.B.'s reports for their file.	B. Feichtl	June 5, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. Sign J.B. up for school round-up to get him on school records.	Parents	May 31, 1987	
3. Contact school principal to discuss J.B.'s classroom placement, once school placement is determined.	Parents	Sept. 1987	
4. Talk to kindergarten teacher to discuss J.B. Provide him/her with teacher report from Barbara.	Parents	Sept. 1987	
5. Monitor J.B.'s behavior on consistent basis with J.B.'s teacher.	Parents	1987/1988 School Year	
6. Contact Mark Innocenti if advice needed or problems occur 750-1234.	Parents	1987/1988 School Year	

LEVEL: GENERAL

GOAL: #4 Be informed of model practices and processes in transition planning.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will develop a process model of transition based upon model practices.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Discuss the model of early intervention services currently in place in each county.		1. Invite a representative of the Local Collaborative Group (Part H) to present county procedures.

LEVEL: GENERAL

GOAL: **#4** Be informed of model practices and processes in transition planning.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will promote adoption of planning strategies that are in accordance with models in ECSE.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review key points of article/Handout.	1. Handout (G-H7) *Marisa Goes Mainstream*	1. Relate discussion to previous points made about resources, etc.

MARISA GOES MAINSTREAM
Providing Support and Structure for Learning

(The following describes important practices and considerations in integrating a child with a handicapping condition into a developmentally based preschool program. "Marisa," her teachers, parents, therapists, and classmates are a composite rather than the "ideal" people depicted here.)

We had just completed our planning for the first day of class for our new group of four-year-olds. Equipment was arranged and materials were set out neatly on their child-sized shelves; name tags for each child were completed; the schedule for the day was prepared; and materials for our planned activities were waiting. When the phone rang, I was surprised to find our social services coordinator calling to tell us that he had enrolled another child — Marisa.

"Marisa has some special needs," he told me, "and she'll be coming to your classroom three mornings a week. The other days she'll be attending the early childhood special education program at Target School."

"A handicapped child?" I asked. "What will we be able to do for her?"

"Marisa needs a good developmental program with children who are functioning normally. She needs a program that will reinforce and generalize the skills she'll be learning in her school program and she needs opportunities to learn language and social skills. Face it! Your classroom is the *best* place she could be!"

Though grateful for the compliment, I felt pretty unsure about what Marisa would gain from being with our group of four-year-olds and very uncertain that our philosophy and teaching methods would have anything to offer her. Here's what we learned.

It Isn't Necessary to Compromise Your Developmental Approach

Our classroom has always been a place where children were actively involved in learning. Exploration is encouraged, and a variety of materials are provided for children to touch, move, build, transform, or talk about. We believe that we have to address the "whole" child, so materials and activities that we use typically integrate a variety of skills in different developmental areas.

We also believe that teachers of young children should be "facilitators" rather than instructors. Formally structured learning activities had always been limited and we opted for teaching within the activities that children chose for themselves.

We discovered that, within our group of four-year-olds there was a developmental range of about 15 months. In addition, there was a wide range of skills in self-help, interaction and social skills, and independence in structuring learning activities. Some children simply needed more structure than others to get the maximum benefit from our program. We discovered that by focusing on children's developmental needs, we were able to provide the kind of structure and support needed on an individual basis. This was true for Marisa as well. Her requirement for some direct teaching didn't mean that we had to restructure our program to provide the same activities for everyone.

Gather as Much Information as Possible

From Marisa's parents I learned that she is developmentally delayed, has mild cerebral palsy, has had some heart surgery, and is of short stature for her age. I learned that she is not yet toilet trained, does not dress herself, and does not play well alone. I also learned about a great many things that Marisa *can* do and how her parents get her to do them — what they say to her or cues that they give her as reminders. I learned about her speech patterns and how she communicates with others.

When I went to Marisa's school to talk with her special education teacher I discovered that his information confirmed what Marisa's parents had said about her skills and her needs. According to Mr. Bartley, Marisa was functioning at about a two-year-old level overall with her major problems occurring in gross and fine motor skills and language. From the speech, physical, and occupational therapists who work with Marisa I learned more detail about their goals, strategies they had devised for helping her to learn, and, most important — their schedules.

We decided to do our own assessment of Marisa's needs. We wanted to see how she used her skills in our setting. By observing her, initially for several days to get a baseline idea about how she functions, and, eventually on a regular basis throughout the year, we discerned some interesting — and helpful — things about how she worked, learned, and interacted. For example, we discovered that Marisa would approach and watch a group of children but not attempt to join in. Maybe she didn't know how. We also noted that while she watched closely when we did fingerplays or songs, she didn't participate. She followed simple directions well, usually with some prompting if it was something out of the routine.

Structure Learning into Routines, the Environment, and Materials

A predictable daily routine is important for all young children. For Marisa we were able to use that routine to help her expand her ability to follow directions. Opportunities to observe the other children in daily routine activities such as hand-washing, meal routines, and getting settled for circle times provided models for participating in those activities.

We provided structure in the environment as well. Marisa tires easily, so we created a quiet space with pillows and soft animals and a few interesting toys where she can go to gather her energy. Because she is not good at monitoring herself, we try to be aware of when she needs restoring so that we can take her there or we try to find another child in need of some quiet play and suggest that he or she play a quiet game with Marisa in the "Soft Spot."

Children who are experiencing delays often have difficulty organizing themselves. We found this to be true with Marisa. To help her we discovered that we needed to make certain that the classroom was organized. This meant keeping shelves and materials neat and limiting the amount of materials available to her. Because of her developmental level, the materials that interested or were appropriate for Marisa were sometimes different from those used by the other children. We made certain that these were easily accessible to her by putting them on the lowest shelves where she could find and reach them. She soon learned to find the toys she wanted.

Adapt the Environment and Materials

Because we wanted Marisa to be an important participant in all activities and because we decided to expect similar behavior from her in participating — with support — we adapted a variety of things so that she could "do" for herself.

Marisa's size made it difficult for her to reach the coat hook and the shelf in her cubby. Although at the beginning of the year she was unable to hang up her own coat, we nevertheless thought it important to make that skill possible for her so we cut out the shelf in our commercially made cubby, installed a new one — with a coat hook — a few inches lower, and, with some assistance, then some prompting, and finally, independently, Marisa could hang her coat.

Marisa's difficulties with fine motor skills made meal times a problem for her. Although she was able to feed herself, she had difficulty controlling her utensils to pick up food from her plate. Sometimes her efforts would make the plate move too. We solved that by purchasing (very cheaply) a plate with a strong suction cup on the bottom and with a curved edge at the back to keep the food on the plate.

We found that many of the materials that our four-year-olds were using were not appropriate for Marisa because of differing levels of difficulty or because of her motor problems. We purchased some new materials that were of more interest to Marisa as well as some items that were more suitable for her skills such as simple formboards and puzzles with knobs, large pegs, and a pegboard with big holes and soft toys that she could easily grasp. Often, however, she was as interested in the materials the other children were using but she used them in her own way. While other children were beginning to design elaborate structures with blocks, for example, Marisa was quite content to take blocks off the shelf — and put them back again. Both activities provided valuable and appropriate learning for the children involved.

The physical therapist from the school came one day to talk with us about Marisa's program. From her we learned that proper positioning is important in learning motor skills. Because Marisa is so small her feet dangle when she sits in a child-sized chair, the therapist suggested adding a foot rest to a chair. And that's what we did! Marisa was able to climb up into the chair and sit with her feet on the rest. This improved her ability to do any activities that needed to occur at a table because she no longer had to focus on keeping her balance in the chair and she was positioned better to use her arms and hands.

A major adaptation we had to make was a provision for diapering. We felt strongly that changing diapers was a private affair and not something to be done in the midst of play activities. We also discovered early that hygiene was an issue and that diapering time could be a learning time for Marisa. A parent donated an old changing table and, with a bright new vinyl covered pad, we had a diapering place. We put the table in the bathroom because — well — it's the natural place, and there was water there for washing hands — ours and Marisa's — and for washing the cover after each use. We stored all of her supplies on a simple bracket shelf above the table out of the reach and sight of the other children. Some interesting toys were rotated from the classroom or storage onto the shelves below. Before lifting Marisa to the table, she would pick a toy and we would talk about the toy and its possibilities during the diapering and clean up.

We didn't need to change nearly as much as we thought we would. The changes and adaptations we did make were primarily important in enabling Marisa to begin to be independent.

Integrate Special Education Techniques

Mr. Bartley, Marisa's special education teacher, taught us some great techniques to use to both support Marisa as well as increase her learning in all developmental areas.

We soon found out that "prescriptive teaching" did not have to occur in a 1:1 isolated setting. We could develop plans for Marisa's skill and concept development and use them where she was playing. For example, one of Marisa's cognitive objectives was to begin to identify one color. If she was working with a formboard it was easy to provide some "direct instruction" by pointing out the color ("This piece is red."), asking her to show you the color ("Show me red."), assisting her to point to or pick up the red one, and reinforcing her efforts ("That's red!"). This same activity transferred easily into working with other toys she was interested in — small cars, the dishes in the dramatic play area, and using crayons. We discovered that we were able to support Marisa's acquisition of many new skills by this method.

"Task analysis" was another wonderful new technique and was particularly effective in helping Marisa learn self-help skills. We wanted Marisa to learn to put her coat on and take it off independently, so we broke the task down into small steps (takes coat off hook, arranges on floor, puts arms in sleeves, puts arms over head, etc.), observed to see what she could do independently, and used "physical assistance" to help her through the hard part, "verbal cues" to remind her of the next step, and smiles, hugs, and success for "reinforcement." Because we used this technique during a time when she would naturally be putting on or taking off her coat (arrival, outdoor time, going home), being ready was naturally reinforcing to her and we didn't waste her exploring and interacting time with endless "coat" drills. We used this same technique to help her learn the lunchtime routine, materials clean-up, balance skills, and tooth-brushing.

Concentrate on Functional Skills First

Many of the conceptual skills that we focus on with our four-year-olds were not appropriate developmentally for Marisa. We decided that there were other skills that were more necessary for her participation, independence, and learning to learn. We focused a lot of our attention on self-help skills and integrated her learning into times of the day when these would naturally be used. For example, during diapering time, we focused on learning to pull her pants up and down. At meal times we used physical assistance to help her serve her own food and gradually decreased the assistance as she became more proficient at getting the spoon from the serving bowl to her plate.

The skills needed to help her benefit from our developmental approach were a bit more difficult. Early in the year we identified that Marisa would need to learn how to imitate others, begin to initiate interactions with others, and learn to respond to attempts at interaction by others. We also looked carefully at her play skills and use of materials and found that instead of exploring the variety of possibilities of toys, Marisa would typically pick them up, put them down, put them in, out, on, etc.

During our large and small group activities we began to incorporate activities that required imitation. We started with imitating movement and gradually added verbal imitative responses. Our four-year-olds were quite proficient imitators so we included some fairly complicated body positions as well as some that would be simple for Marisa to pick up. We used a technique called "monitoring" to assist Marisa in imitating. To do this, we had one adult assigned to monitor specific children in the activity and provide reminders or physical assistance to support the child. Simon Says (the kind where Simon always says and nobody is ever out) became a popular activity in our classroom. We also used small group following direction games to help Marisa learn to respond. Because we could vary the complexity of the directions we gave, it was easy to include children with a wide variety of skills in any group with Marisa. We tried to use the command "Marisa, come and play" often and taught some of the other children to use it. By mid-year, Marisa would respond to a "come and play" overture by following and engaging herself in activities with other children, often imitating their actions and verbalizations.

Integrate Therapy into the Classroom

Because Marisa only spent two days a week in her special education program, it was difficult for her therapists to schedule time with her. After a few conversations with the therapists, we began to experiment with moving therapy into the classroom. Although it wasn't 100% effective, it provided many opportunities for her to learn skills in an environment where they would be used, and provided activities in which other children could join her to act as models for imitation, to expand their own skills, or just for the fun of it.

Marisa's cerebral palsy is the "floppy" rather than the spastic kind, and Jenny, her physical therapist worked hard on developing her arm, leg, and trunk strength. We set up a "push and pull" learning center where Jenny and Marisa would work, usually with a group of other interested children. Working in pairs or singly, children used their muscles to push and pull objects, equipment, and each other. Rowboats was a favorite of everyone's as children seated in pairs would join hands and pull their partner's body down over his or her legs — then the partner would pull back. One child decided that "Row, Row, Row Your Boat" was the perfect theme music for this activity so language via music skills were added. The kids got pretty strong and learned a lot of science concepts as well.

Marisa's Occupational Therapist, Diane, came every other week to work on fine motor and self-help skills. Usually Diane arrived with some really great ideas for the dramatic play area. Using our supply of dress-up clothes, she and Marisa would practice dressing skills. Often they played "shopping" with Marisa choosing the outfits she wanted to try on while other children helped her find things, oohed and aahed over her choices, or played cashier when she decided to make a purchase. Other activities were centered in the art area or manipulative table where Marisa worked on strengthening her grasp, holding a crayon, and learning to use her "helper" hand to hold paper while she scribbled circles.

For her language therapy activities, Marisa's therapist, Richard, provided activities to assist Marisa in learning to communicate. Because it was not necessarily appropriate for Marisa to be using full sentences at the developmental age of two, Richard focused on helping her learn the names for things and to use those names to request assistance. He began by playing "show me" in which he would name a toy and Marisa would guide him to it. Later, they practiced turn-taking by alternating the request and giving Marisa a chance to choose and request a toy that Richard would then get. Other children joined in this game, sometimes with outlandish requests and results.

Although Marisa's therapists sometimes needed to work alone with Marisa away from the activity of the classroom, most of their services were provided as part of the activities available to all the children. They were also careful to leave suggestions for working on Marisa's skills everyday to reinforce and maintain her learning.

Actively Engage the Child in Learning

We found that if we ignored Marisa she was not likely to involve herself with materials or activities or other children. It was important to make sure that she was doing something all the time although she did not always require an adult to closely supervise her activities. All of the movement and materials in our classroom made it difficult for Marisa to make choices. We helped her to do that initially by bringing out two toys and asking her to choose one to play with. We would then model ways she might use the toy and then leave her alone to explore the possibilities. Typically her response was to imitate what we had done — at this point a valuable skill — and sometimes she would practice this over and over again. Sometimes we used this technique in a small group where children all had the same materials. This provided a variety of models for Marisa to imitate and a variety of skills.

There were times when Marisa did not seem to be engaged but really was. Although she did not initiate or join groups on her own, she often would approach a group and observe their play. We used this observation time for language stimulation with Marisa by describing what the children were doing, what was being said, and sometimes pretending that Marisa was in the group and talking about what she was doing there.

We used peers to engage Marisa in learning also, but in a limited way. The difference in both size and development between Marisa and the other children in our class was obvious and some of the children tended to be patronizing and overly helpful at times. In choosing other children to be helpers, we typically chose a higher functioning child with good social skills and little interest in "mothering." During the year we taught two children to prompt Marisa to respond to invitations to play and to use language to describe their activity.

Observe — For Progress, Interests, and Emerging Skills

As with any young child, Marisa changes — sometimes in giant leaps, but more often in minute steps. We found that if we wanted to provide activities that were really relevant to her changing abilities we had to be aware of when and how changes occurred. It was fun to note and share her progress with her parents, therapists, and special education teachers and to pat ourselves on the back for our success.

It was also important to note how Marisa's interests changed as she developed new skills. We were able to use these observations to bring in new materials and introduce new activities. For a time she became extremely interested in dogs. We talked about the colors and sizes of dogs, "walked" like dogs on all fours, and barked like dogs to indicate that we had chosen a specific toy. At another time she became keenly interested in blocks. This provided an excellent avenue to integrate her into building activities with other children, and although she was particularly concerned with stacking blocks up and knocking them down again, she was able to play alongside other children and watch their play.

Our observations were primarily focused on Marisa's emerging skills — skills she was just beginning to explore. Knowing what she was ready to do helped us to know where to put our — and Marisa's — energies rather than wasting time on skills she wasn't ready to learn. For example, Marisa for many months used only one word at a time to ask for things, describe, or name. One day she asked, "Me drink" instead of just "drink." We knew that use of the pronoun in relation to herself meant that she was beginning to grasp the concept of herself as a separate being as well as the idea of possession. We used this merging skill to work on body awareness ("me leg"), sharing and cooperation ("me toy"), and use of action words ("me jump"), and to model appropriate language ("Yes, that's your toy.").

Plan!!

None of the things we've described would have occurred without serious, ongoing planning. The first step was to develop an individual education program for Marisa based on information from her parents, her special education teacher, her therapists, and us — her regular preschool teachers. This program mapped out what we thought would be the best goals, objectives, and strategies for working with Marisa throughout the year, how much time she would spend in each classroom, and how much time her therapists would spend with her.

Each day we discussed our observations of Marisa as well as the other children, looked at resources for the next indicated step, developed prescriptive plans, and integrated them into our daily classroom plans. We knew that if an activity for Marisa was not included in the plan it might not happen during our busy day.

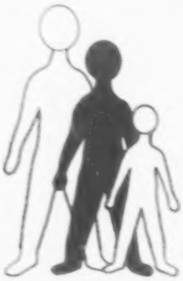
We also met regularly with Marisa's therapists and special education teacher to share progress information, ideas of where to go next, and plan how each of us could reinforce and generalize Marisa's learning.

Planning with Marisa's parents was of major importance. We shared plans with them regarding step-by-step ways to help her learn a new skill and they helped us to plan activities that would carry over into their home and enrich Marisa's learning.

By the end of our year with Marisa we felt that she had grown, and so had we. We learned a lot about teaching, not just children with delays and handicaps, but all children. Marisa turned five in April and will be going to the special education kindergarten program at Target School. When we planned her transition in May, the team decided to begin her in a self-contained program with a goal of moving her gradually into a regular kindergarten. She'll still have the same therapists and her new teacher is enthusiastic about adapting her program so that therapy activities will go on in the classroom. Marisa's parents are very enthusiastic and had a lot of great ideas to share with the kindergarten teacher. Meanwhile, we're getting ready for a new year, and a new group of children including three new challenges — Devon, Nan, and Justin.

Source: Rap Newsletter, Vol. 4, No. 4

Transition



GOAL 5

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LEVEL: GENERAL

GOAL: #5 Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will state definitions of developmentally and exceptionality-appropriate practices.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Have participants identify characteristics of developmentally and exceptionality-appropriate practices.	**Supplemental Resources** Bredekamp, Sue (1987) (R)	1. If a characteristic which is not consistent with appropriate practice is cited, gently point out the inconsistency and refer the participant to earlier readings. Note how these issues relate to a good transition model.

LEVEL: GENERAL

GOAL: **#5** Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will apply the skills accumulated in goals 1-4 to case examples of two children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Application of concepts to case studies.	1. Handouts (G-H8 and H9) *Mandy* and *Sam*	1. Have participants respond to questions listed on Handouts. Discuss results in large group.

MANDY

Mandy is a child who has Down Syndrome and is currently in a preschool program for children with disabilities. Her classroom is separated from other programs for typically developing children. Mandy's parents want her to have some experiences with typically developing peers. She is four years of age, not fully toilet trained but is on a schedule for using the bathroom, uses the signs "drink, bye bye" together with gestures toward an object to fulfill her wants or needs. Mandy can attend to a short story if lots of visual cues are used and she sits near the teacher who can provide physical prompts to keep her seated. She will sit quietly and play with a series of toys (sensori-motor play) but not interact with another child in what is considered cooperative play.

If this is now February in any given year, how will transitioning options be addressed to allow Mandy to go to another preschool program that is integrated? Would a community-based preschool that has not previously served a child with disabilities be considered? Why or why not?

What issues might be addressed in terms of Mandy's development? Consider her self-help, social, communication skills when thinking of a program and determining her needs in an integrated program.

SAM

Sam is a small boy with a rare vision condition. Doctors have not been able to determine the amount of vision he has. His birthday falls on November 12 and he is currently being served in an Early Intervention Program. This program serves children who are three prior to September 30 of any given year. Sam receives the services of an early intervention teacher and an occupational therapist once a week. His parents are involved in his program and are receptive to programming in a preschool program.

When will a multifactored evaluation be done for services to follow in a preschool program?

Who will serve this child throughout this school year? How will these services be determined?

What transition planning needs to be addressed for a smooth delivery of services from the Early Intervention Program to the Preschool Program?

What strategies will enable Sam to fully participate in an integrated setting?

LEVEL: GENERAL

GOAL: #5 Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will be able to advocate for transition services through a strong knowledge and skill base of developmentally and exceptionality-appropriate practice.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Facilitate large group discussion of ways to advocate for transition services that reflect appropriate practice.	1. Handout (G-H10) *Strategies to Inform Others*	1. Note how participants might need to show sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.) when advocating for transition services.

STRATEGIES TO INFORM OTHERS ABOUT DEVELOPMENTALLY APPROPRIATE PRACTICE

All individuals involved in the education of young children — teachers, administrators, and parents — are responsible for ensuring that practices are developmentally appropriate. However, no early childhood professional should abdicate this responsibility in the absence of support from colleagues or supervisors. What can early childhood educators do to fulfill this professional responsibility?

Know what you do and clearly articulate it to others

The lack of understanding about developmentally appropriate practices on the part of many parents, teachers, and administrators is largely the result of the failure of early childhood professionals to clearly articulate what they do and why they do it. Lay-Dopyera and Dopyera (1987) suggest that many early childhood professionals rely on *knowing in action* expertise. Behaviors are carried out almost automatically with little thought to them before or during their performance. These behaviors seem to be natural and we are unaware of where or when they were learned. Perhaps we saw others behaving in this way, noted that it worked, and adopted these strategies without understanding why. Lay-Dopyera and Dopyera (1987) suggest that early childhood professionals adopt what Donald Schon (1983) calls *reflecting in action*. This means that one pays attention to what one is doing while doing it and thinks about how it is working. Reflecting while teaching helps early childhood professionals to eternalize what they do and to explain what they do and why they do it. This book can facilitate the understanding of developmentally appropriate practice, help bring it to consciousness, and assist you in informing others about it. Following are some other suggestions to help adults internalize and convey information about developmentally appropriate practice.

- Read this publication. Use the terminology and definitions as you talk about developmentally appropriate practice.
- Use this publication to assess your own teaching. Identify areas to improve upon and then work on them one at a time.
- Use this publication and other professional materials (position statements from other organizations, articles in educational journals, books) to support your position.
- Join professional organizations. These groups provide teachers with resources; opportunities for professional development such as publications, conferences, meetings, and workshops; and a support system.
- Identify other individuals or groups in your community who are working to provide developmentally appropriate experiences for children. If no group exists, start one.
- Identify individuals in leadership positions who support your view and can influence others about inappropriate practice.

Help parents understand developmentally appropriate practice

- Describe your program to parents when children enroll. Provide orientation, parents' meetings, open houses, and parent conferences.
- Use this publication and other professional materials to prepare your presentation and cite your sources. Share these materials with parents.
- Develop a professional library for parents.
- Show a videotape or slides of your classroom demonstrating appropriate practices and explaining the rationale.
- Post signs at each learning center describing the learning that is occurring through developmentally appropriate experiences in that center.
- Mention that you have had specialized training to learn about young children's unique learning styles and appropriate learning practices.
- Inform parents that you are a member of professional organizations, attend professional meetings, and read current research.
- Send letters or a newsletter to parents describing what children are learning when they work on projects or take field trips.
- Create a parents' bulletin board in or near your classroom, displaying information about and examples of developmentally appropriate practice.
- Use parent volunteers in the classroom. Firsthand experience will promote greater understanding and awareness of developmentally appropriate practice.
- Encourage parent visits. Prepare guidelines telling parents what to look for as they observe active learning.
- Keep a file of children's drawings, writing, artwork, projects, and other products (dated), along with anecdotal records to document and describe development and learning to parents.
- Write articles and take photographs of children engaged in developmentally appropriate projects. Share these with your local newspaper.
- Use the Week of the Young Child and other opportunities to educate parents and the public about developmentally appropriate practice.
- When parents compliment your program, ask them to tell or write your program administrator.
- Develop a network of supportive parents. Involve them with parents who are skeptical of developmentally appropriate practice.
- If a parent asks a question or makes a comment that you do not have time to adequately address, offer to phone them later or to set up a conference after you have had time to organize your thoughts and materials.

Help administrators understand developmentally appropriate practice

Many of the same suggestions mentioned for parents can be used with those in leadership roles in early childhood programs. Following are some additional suggestions.

- Invite your director, supervisor, curriculum consultant, and/or principal to participate in the parent orientation program.
- Ask knowledgeable support personnel to talk with administrators.
- Share textbooks, position statements, and articles from professional journals with administrators.
- Inform your administrator that you are involved in professional organizations, attend professional meetings, and read current research.
- Make administrators honorary members of your local Affiliate Group or other professional groups. Honor them at special meetings for their contributions on behalf of young children.
- Invite administrators to your classroom to participate in activities — reading a story, cooking, or working on a project.
- Share information in a nonthreatening and nondefensive way.
- If an administrator asks a question or makes a seemingly critical comment and you do not have the time to adequately explain, suggest that you have some professional material that you would like to share and schedule a time to discuss the issue more fully.
- Share one or more of the following articles published by the National Association of Elementary School Principals.

  Caldwell, B. (1987). The challenge of the third grade slump. Principal, 66(5), 10-14.
  Cheever, D., & Ryder, A. (1986). Quality: The key to a successful program. Principal, 65(6), 18-21.
  Elkind, D. (1981). How grown-ups help children learn. Principal, 60(5), 20-14.
  Elkind, D. (1986). In defense of early childhood education. Principal, 65(5), 6-9.
  Featherstone, H. (1986). Preschool: It does make a difference. Principal, 65(5), 16-17.
  Fielas, M., & Hillstead, D. (1986). Reading begins with scribbling. Principal, 56(5), 24-27.
  Jennings, G., Burge, S., & Stek, D. (1987). Half-steps from kindergarten to second grade. Principal, 66(5), 22-25.
  Kamil, C. (1981). Piaget for principals. Principal, 60(5), 8-11.
  Nichols, C. (1987). Training new parents to be teachers in rural Missouri. Principal, 66(5), 18-21.
  Pool, C. (1986). Here come the four-year-olds. Principal, 65(5), 4.
  Robinson, S. (1987). Are public schools ready for four-year-olds? Principal, 66(5), 26-28.
  Sava, S. (1985). The right to childhood. Principal, 64(5), 56.
  Seefeldt, C. (1985). Tomorrow's kindergarten: Pleasure or pressure? Principal, 54(5), 12-15.
  Zigler, E. (1987). Should four-year-olds be in school? Principal, 65(5), 10-15.

Help other teachers understand developmentally appropriate practice

Some of the ideas suggested for increasing parents' and administrator's understanding of developmentally appropriate practice may be used with teachers. Following are some additional ideas.

- Respond calmly to other teachers' seemingly critical remarks. Maintain communication with colleagues. Discuss your ideas positively and work to continue relationships.
- Informally share information in the teacher's lounge, at lunch, in the office, or before and after the school day.
- Share professional articles, journals, and research with colleagues.

How teacher educators can promote developmentally appropriate practice

- Help students internalize developmentally appropriate practice through course materials and field experiences.
- Prepare students for the "real world." Acquaint them with the reasons parents, administrators, and other teachers may not understand the value of developmentally appropriate practice.
- Provide opportunities for students to demonstrate their ability to communicate about developmentally appropriate practice with others (exams, role play, field experiences, student teaching).
- Provide students with current research documenting the effectiveness of developmentally appropriate practice. Encourage them to maintain a file of such resources.
- Conduct research projects in conjunction with classroom teachers on the short- and long-term effects of appropriate and inappropriate practices across the full age span of early childhood, birth through age 8.

Help legislators and policymakers understand developmentally appropriate practice

- Send copies of this publication (or shorter brochures) to key legislators and policymakers, including school board members.
- Share this publication and others about developmentally appropriate practice with key groups such as the local PTA and other educational and professional organizations.
- Write to and meet with policymakers and legislators about the need to provide adequate resources and standards for developmentally appropriate programs. Quote from and reference this book to substantiate your position.

Work with state education administrators and other program administrators

- Know who the decision makers are in your state.
- Establish and maintain contacts and make sure professional organizations have a contact person who keeps members informed.
- Share this publication and other related materials with decision makers.
- Invite state leaders to speak at professional meetings and use public forums to discuss issues of developmentally appropriate practices.

Help publishers and corporations understand developmentally appropriate practice

- Encourage publishers and corporations to use editors and consultants with training and experience in early childhood development and education.
- Share copies of this book with them.
- Write and thank them if their products are developmentally appropriate.
- Write and explain why a product is developmentally inappropriate. Make suggestions.
- Visit the exhibits at professional meetings. Write letters or give on-the-spot feedback about the appropriateness of exhibitors' products for young children.
- Develop criteria for evaluating products or textbooks that can be used to make curricular decisions for children.

Source: Bredekamp, Sue (1987).

PROJECT PREPARE

Modules for Competency-Based
Personnel Preparation in
Early Childhood Education

Transition

Staff

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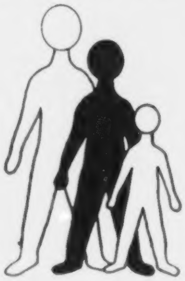
GOALS

1. Understand the concept of transition and its implications for young children, their families, and early childhood programs.
2. Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.
3. Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.
4. Be informed of model practices and processes in transition planning.
5. Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

GOAL 1

Transition



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LEVEL: STAFF

GOAL: **#1** Understand the concept of transition and its implications for young children, their families, and early childhood programs.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will demonstrate an understanding of a variety of definitions of the term "transition."

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Review a variety of definitions of the term "transition."	1. Transparency (S-T1) *Transition* *Transition* (S-H1)	1. If participants are primarily from the field of Early Childhood Education, point out that these definitions are much broader than the "transitions" that occur throughout the day as activities change.
2. Discuss the impact of transition/change as it impacts the lives of adults.		2. Leader initiates group discussion and facilitates examples from the group. Prepare a leader example which demonstrates the impact: a change of job, relocation, change in family structure, etc.
3. Introduce the concept of life-long planning by and involvement of families.		3. Discuss how this is affected by diversity among families.
4. Introduce the definition of transition which addresses less restrictive to more restrictive environments.	4. Transparency (S-T2) *Aspects of ...*	4. S-T2 may be duplicated as Handout.
	Supplemental Resources Dalke, Fay, and Lindley-Southard (1985) (R)	

1. TRANSITION

"... major periods of change that can occur between life cycle developmental stages (developmental transitions) or within the stages themselves [nondevelopmental transitions]."

Source: Barber, Turnbull, Behr, and Kerns. Chapter 11 in Odom, Samuel L. and Karnes, Merle B. (1988).

2. TRANSITION

"Strategies and procedures ... planned and employed to insure the smooth placement and subsequent adjustment of the child as he or she moves from one program to another."

Source: Hutinger, 1981.

3. TRANSITION

"A carefully planned, outcome-oriented process."

Source: McNulty, Brian A. Chapter 8 in Gallagher, Trohanis, and Clifford (1989).

4. TRANSITION

"Points of change in services **and** in the personnel who coordinated and/or provided those services."

Source: Ohio Department of Education, 1991.

5. TRANSITION

"A lifetime process of movement from one situation to another that can present some uncertainties."

Source: Ohio Department of Health, Early Intervention Unit Transition Subcommittee, 1988.

S-T1

6. TRANSITION

... encompasses many aspects of a child's education program and affects many people. These aspects include:

(a) establishing communication and exchange of information ...,

(b) parental participation in the process, and

(c) follow-up ... with parents and the new educational program ...

Source: U.S. Department of Education (1987).

For the purpose of this training activity:

7. TRANSITION: A SYSTEMATIC PROCESS THAT:

- has long-term implications for all individuals,
- addresses long-term implications that are unique to individuals with disabilities,

- has as its focus the unique and diverse needs of young children,
- addresses the unique and diverse needs of young children with disabilities,
- incorporates principles of collaboration
  - with families in order to minimize disruptions in the family system.
  - with arrays of potential service delivery systems to reduce duplication of effort.
  - with potential service providers to improve child outcomes.
- is founded upon developmentally appropriate and in the case of young children with disabilities, exceptionality-appropriate practices,
- reflects state-of-the-art practices, and
- ensures that young children will receive services in those environments which are most like those of their peers.
- opportunities for young children with disabilities to receive services in the same environments as typically developing peers will guide the transition process.

TRANSITION

1. "... major periods of change that can occur between life cycle developmental stages (developmental transitions) or within the stages themselves [nondevelopmental transitions]." (Barber, Turnbull, Behr, and Kerns. Chapter 11 in Odom, Samuel L. and Karnes, Merle B. [1988].)

2. "Strategies and procedures ... planned and employed to insure the smooth placement and subsequent adjustment of the child as he or she moves from one program to another." (Hutinger, 1981.)

3. "A carefully planned, outcome-oriented process." (McNulty, Brian A. Chapter 8 in Gallagher, Trohanis, and Clifford [1989].)

4. "Points of change in services and in the personnel who coordinate and/or provide those services." (Ohio Department of Education, 1991.)

5. "A lifetime process of movement from one situation to another that can present some uncertainties." (Ohio Department of Health, 1988.)

ASPECTS OF TRANSITION FROM LESS RESTRICTIVE TO MORE RESTRICTIVE ENVIRONMENTS

- The child has fewer opportunities to interact with typically developing peers who would serve as models.
- The child's length of day may be increased due to added transportation time in going to a central site.
- Typically developing peers benefit from interaction with children with disabilities.
- Families prefer that their children receive services in typical and/or integrated environments in order to establish and develop life-long friendships.
- Families of children who are typically developing value opportunities for their children to interact with children with disabilities.
- Program outcomes will not be compatible with intended goals.
- Program costs will be increased, although these costs may be hidden (e.g., more frequent request for multifactored evaluations in order to access less restrictive environments — increased personnel costs/time demands).

LEVEL: STAFF

GOAL: #1 Understand the concept of transition and its implications for young children, their families, and early childhood programs.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will apply these definitions in the context of Early Childhood Education Programs.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Generate a list from participants of transition points in programs for young children.	1. Transparency (S-T3) *Events for Which the Need ...*	1. Discuss the potentiality of unplanned transition needs.
2. Small group activity Identify the potential transition needs for three children.	2. Handout (S-H2) *Potential Transition Needs* Reading (S-R1) *Transition Planning* U.S. Department of Health and Human Services (1988) filmstrip (script included)	2. Participants have little information to go on at this point; this activity is repeated in Goal 5.

EVENTS FOR WHICH THE NEED FOR TRANSITION PLANNING MAY BE ANTICIPATED: POTENTIAL FOR ALL CHILDREN AND FAMILIES

- Geographic relocation
- Reformation of family system
- Hospital to home following birth
- Enrollment in group setting which serves young children or from a group setting to one in which a child is isolated from peers
- Change in child care arrangements (times of day, days of week, combination of arrangements)
- Enrollment in public school (Kindergarten or Grade 1)

EVENTS FOR WHICH THE NEED FOR TRANSITION PLANNING MAY *NOT* BE ANTICIPATED: POTENTIAL FOR ALL CHILDREN AND FAMILIES

- Sudden disruption of the family system through death, illness, or removal of a member
- Sudden change in economic circumstances
- Injury to or prolonged illness of a child
- Removal of a child from a setting which is familiar
- Sudden change in child care arrangements
- Sudden change in primary caregiver(s)
- Unexpected availability of a program/setting compatible with family desires

EVENTS FOR WHICH TRANSITION PLANNING MAY *NOT* BE ANTICIPATED: POTENTIAL MORE COMMON TO YOUNG CHILDREN WITH DISABILITIES

- Change in a family's coping mechanisms for dealing with "anticipated" vs. "real" child
- Change in health/behavioral status
- Realization that family can no longer continue to care for a child with a disability(ies)
- Recognition that families do not have necessary diagnostic/prognostic information for planning
- Awareness of chronologically age-appropriate milestones and a child's failure to achieve them
- Surpassal of milestones by a younger sibling
- Restricted knowledge of service options available
- Concern regarding the quality of the options and their ability to meet unique needs
- Limited range of options due to the hidden costs associated with raising a child with a disability(ies)

Source: Miami Valley Special Education Regional Resource Center (in press).

S-H2

POTENTIAL TRANSITION NEEDS

Sarah is five years old and has been enrolled in the Head Start program in her community for the last two years. She was evaluated through her local school district in anticipation of her enrolling in Kindergarten this coming September. The school district report concludes that she meets the eligibility requirements for the developmentally handicapped program and speech/language related services.

Identify the potential transition planning needs for Sarah and her family.

POTENTIAL TRANSITION NEEDS

Jameel is 3½ years old and recently moved to Ohio from Florida with her family. A current evaluation indicates that she has documented deficits in the communication and motor domains of development.

Identify the potential transition planning needs of Jameel and her family.

POTENTIAL TRANSITION NEEDS

Josh is 2½ years old and currently enrolled in the Infant/Toddler program of the County Board of Mental Retardation and Developmental Disabilities. Speech, physical, and occupational therapies are provided there on a "pull-out" basis. He frequently is absent from the program due to a chronic respiratory condition. Josh's parents also have him enrolled in speech and physical therapy services at their local hospital.

Identify the potential transition planning needs for Josh and his family.

Filmstrip Script

TRANSITION FROM PRESCHOOL TO PUBLIC SCHOOL

VISUAL	AUDIO
1. Focus	
2. Blank	Begin Tape (Music)
3. The Chapel Hill Training-Outreach Project and the National Interagency Committee on Transition Present …	(Music)
4. TRANSITION: From Preschool to Public School with cartoon	(Music)
5. Cartoon: Graduating class from preschool	Narrator: With an increasing number of children attending child care centers, Head Start and other programs for preschool-age children, educators are becoming more aware of the issues and opportunities associated with the movement of young children from the preschool setting to the public school environment.
6. TRANSITION	The word is *transition* and it has special meaning for all involved. For children, their parents, and their teachers.
7. Cartoon	For the children leaving preschool for kindergarten, the transition may be met with a mixture of delight and concern.
8.	On the one hand, there's the pleasure of having graduated on to "higher education."
9. Cartoon	On the other hand, there's the anxiety of leaving friends and teachers they know and love …
10. Cartoon	… for something new, and something unknown.
11.	Their parents are concerned as well.
12. Cartoon — child crying not to be left at preschool	Perhaps they remember how intense early separation has been, and now want to help their child cope with this new situation.
13. Cartoon	They also have concerns for themselves and their future role. "Will I be as welcome in the new classroom as I was here?"
14. Cartoon	For one educator transition means saying good-bye with the hope that what has been gained will not be lost.
15. Cartoon	For another educator it means saying hello with the hope that what has been gained will form an appropriate foundation for the child's new program.

VISUAL	AUDIO
16. Cartoon — Bridge	The challenge to parents and educators is clear. How can we help children bridge the gap between educational settings which are so important to their growth and development?
17. Cartoon: Continuity and Discontinuity	(Music) These two words, continuity and discontinuity can help determine the degree of difficulty for a given transitional situation. How alike or unlike are the two programs involved? How compatible are they?
18. Photo — Collage	First of all, because families have differing needs and resources, a variety of preschool programs are typically available.
19. Photo	Some specialize in providing warm loving care in a home-like environment,
20. Photo	Some specialize in providing enriched educational or aesthetic experiences,
21. Photo	While others emphasize development in cognition and language.
22. Photo	There are programs which provide the special needs of children with handicapping conditions ...
23. Photo	and still others which provide a comprehensive approach for children from economically disadvantaged households.
24. Collage	As a result of this variety, children enter kindergarten with widely differing preparatory experiences.
25. Photo	Kindergarten programs are diverse, also. They often differ in purpose, structure, and schedule.
26. Photo	Traditional programs emphasize academic orientation to school and readiness for reading and basic education.
27. Photo	There are open classrooms which may emphasize free choices and peer group interactions ...
28. Photo	and there are highly structured programs designed to accelerate skill acquisition.
29. Photo	There are other important differences between preschool and kindergarten programs.
30. Photo	Class size may go from 15 or 20 children with two or three adults in the preschool to kindergarten programs with 25 children and only one or two adults.
31. Photo	There may be differing expectations for behavior. The preschool may encourage children to work cooperatively, select their own activities and talk with each other.
32. Photo	While the kindergarten program may encourage children to develop independent work habits and follow teacher directions.
33. Photo	Typically, the kindergarten child is expected to demonstrate more self-control and discouraged from more spontaneous actions that may have been allowed in the preschool.

VISUAL	AUDIO
34. Photo	Many of these differences are appropriate to increased age and maturity.
35. Photo: Confused child	However, in moving the child from one setting to the other, abrupt and confusing changes can have a negative effect on the child's sense of confidence, school behavior, and performance.
36. Photo	As educators, we know that growth and learning occur in a gradual process which is individual for each child.
37. Photo	We also know that child development and learning are enhanced when programs are planned on the basis of the child's previous accomplishments and implemented in an orderly sequence.
38. Teacher and student hold up sign	We should also know that a carefully planned transition process which takes into account individual as well as program differences will enhance the effects of preschool education and reduce the negative effects of an unprepared transition on children, parents, and teachers.
39. Photo	Even when it is not possible for young friends to "graduate" together, adults should find ways to increase opportunities for out-of-school contact between new kindergarten classmates.
40. Graphic: Expectations	Children need to know what is expected of them as well as what to expect from the adults around them. If the expectations of school, preschool, and home share some things in common, continuity is increased and transition is facilitated.
41. Parents — Photo	Parents need continuity, too. They want to improve their ability to promote their child's development. This can be encouraged by educators who provide opportunities for involvement in the classroom and open channels of communication with staff and administrators.
42. Photo Cartoon	For uninterrupted learning, objectives must be designed to match the child's developmental level. Teachers need to know the child's accomplishments, strengths, and past experiences so that new experiences can be linked to what has gone before.
43. Cartoon	Preschool and kindergarten teachers can increase program continuity by sharing curriculum goals and teaching strategies.
44. Cartoon	Because preschool and kindergarten programs may differ significantly, increasing continuity in all areas may be extremely difficult.
45. Cartoon: Preparation Bridge	(Music) Where program discontinuity remains, children and parents must be provided with the preparation necessary to cope with these issues.
46. Cartoon	(Music) Communication is the key to reducing program discontinuity. It is also the vital element in planning an effective transition system.
47. Cartoon	In establishing a communication network which will lead to effective transition planning, three main questions must be addressed: Who? When? and What?

VISUAL	AUDIO
48. Graphic	All those affected by the transition process should be involved including parents, teachers, and staff of both preschool and kindergarten programs.
49. Graphic	Opportunities for communication among these groups should occur continuously throughout the program year.
50. Cartoon: "How do you do?"	In the beginning, communication should be geared to getting acquainted.
51. Cartoon: "Glad you asked"	Communication is facilitated when those involved are comfortable being with each other.
52. Cartoon: "May I ask a question?"	If opportunities are provided for participants to ask questions and give information openly, effective communication in all aspects of transition can follow.
53. Cartoon: "Basic information"	One of the most critical needs is for accurate information about the programs involved. Educators need to be aware of basic facts regarding preschool and kindergarten programs. The parental perspective is important here, too.
54. Cartoon	The transfer of relevant information about each child is also important.
55. Photo	Programs such as Head Start which provide comprehensive health, education, and social services must facilitate information sharing to promote continuity in the child's development.
56. Graphic	Another important consideration in the communication process has to do with the number of programs involved.
57. Graphic	In areas with few programs, direct contact between community preschools and the public school system may be appropriate and workable.
58. Graphic: "Help"	In areas with a large number of programs, however, public school staff can become inundated with opportunities to communicate.
59. Graphic	Communities can solve this problem by organizing child care centers, nursery schools, Head Start, and other day care programs into a local association of preschool programs.
60. Graphic: Transition Committee	The association can establish a committee on transition which represents all member preschools.
61. Graphic	Once organized, the transition committee will then meet with representatives of the school system and work out a plan for transition.
62. Photo	(Music) The increasing number of children who attend preschool programs prior to their entry into public school has created an important need for establishing systems for the *transition* of children from one educational setting to the other.

VISUAL	AUDIO
63. Photo	Research has demonstrated that children who are prepared can make the transition much more comfortably than their unprepared peers, and with fewer negative results.
64. Photo	Prepared children demonstrate higher self-esteem, improved interpersonal skills, greater efficiency in learning, and a positive regard for teachers.
65. Photo	A well-planned transition process will give parents the opportunity to increase their understanding of early childhood education,
66. Photo	as well as the chance to increase their confidence in communicating with education personnel.
67. Photo	Teachers will gain greater ability to meet individual needs. There will be increased efficiency in program planning, better community support, and a wider pool of resources …
68. Photo	… to help them *enrich the lives* of young children. (Music up)
69. Checklist	Narrator: We are ending this presentation with a transition checklist to help guide the discussion which follows. There are several slides in this sequence and when you are ready to move on to the next one, manually advance the slide projector. Please stop the tape now.
70. (visual)	PLANNING FOR TRANSITION ☐ Establish Interagency Planning Committee which includes: • Public School Personnel • Preschool Personnel • Parents • Other Community Agencies ☐ Plan program for interagency communication • Get acquainted • Share programmatic information • Plan opportunities for program observation • Share workshop opportunities ☐ Plan for transition • Determine program policies, services, needs • Establish calendar • Establish procedures for transfer of records
71. (visual)	☐ Involve parents in transition process • Determine individual needs • Establish goals • Provide information about new school • Distribute names, addresses of new classmates • Obtain permission for transfer of records ☐ Plan transitional activities for children • Discuss future placement • Visit new school • Encourage meeting of new classmates • Other

VISUAL	AUDIO
72. (visual)	☐ Plan procedures for transition of children with handicapping conditions • Parent rights and responsibilities • Non-discriminatory testing • The IEP process • Placement • Support services
73. (visual)	☐ Other collaborative suggestions • Combined participation on policy and advisory committees • Exchange newsletter contributions • Develop summer activity booklet for parents • Joint kindergarten registration, screening • Exchange specialized staff • Sharing facilities, transportation • Other, remember this is only the beginning

LEVEL: STAFF

GOAL: **#1** Understand the concept of transition and its implications for young children, their families, and early childhood programs.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will value transition services as a critical component of Early Childhood Education program delivery.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activities Facilitate discussion of how transition services/the absence of them impact: – the child – the family – program delivery efforts		1. Ask participants to reflect on how issues of diversity (e.g., ability, cultural, racial, religious, gender, etc.) might also influence the way in which individuals experience transition.
2. Small group discussion of the ways in which transition planning could have been of benefit to: – the child – the family – program delivery efforts		2. Pre-arrange a disruption to this small group discussion halfway through: change of room, restructuring of small groups, etc. Once resettled, ask how they felt about the disruption. Continue discussion.
3. Summarize the benefits of transition planning for: – the child – the family – program delivery efforts	3. Transparencies (S-T4, 5, 6, 7, and 8) *Goals of Transition Planning* *Transition Benefits* (3 Perspectives) *Value of Transition Planning*	
4. Relate these definitions to the philosophies of – developmentally appropriate practice – exceptionality-appropriate practice	4. Transparency (S-T9) *Four Key Elements* Video: "Developmentally Appropriate Practice" (NAEYC, 1988)	4. Video may be used to facilitate this discussion and will probably be available at local SERRC.
5. Facilitate discussion concerning the aspects of transition associated with moving from less to more restrictive environments.		

GOALS OF TRANSITION PLANNING

- Arranges for opportunities and services which will support quality service delivery.
- Prevents the interruption of needed services.
- Maximizes use of community services.
- Provides opportunities to prepare child/family/service delivery personnel for changes that will occur.

Source: Adapted from Miami Valley SERRC (in press).

TRANSITION BENEFITS FROM THE CHILD'S PERSPECTIVE

- Each child and family are served as individuals.
- The most appropriate and most supportive environment is identified.
- The child is prepared for the requirements of the new setting.
- The strengths of the child are used as the basis from which planning occurs.
- Continuity is facilitated from one setting to the next.
- A functional orientation to the new setting is provided.
- The child receives support in the new setting.
- The effectiveness of the transition plan is evaluated and adjustments made, as necessary.

Source: Adapted from Miami Valley SERRC (in press).

TRANSITION BENEFITS FROM THE FAMILY PERSPECTIVE

- Families will be empowered through knowledge and participation.
- Families will have information about the range of options.
- Families have a means to access the system.
- Families will understand their child's strengths and needs.
- Families are enabled to provide input into their child's educational program.
- Families will be able to make informed decisions.
- Families are offered support in their child's new setting.

Source: Adapted from Miami Valley SERRC (in press).

S-T7

TRANSITION BENEFITS FROM THE SERVICE DELIVERY SYSTEM PERSPECTIVE

- Duplications in location, identification and evaluation efforts are reduced.
- Increased accuracy of the number of children who are/may be eligible for services assists in long-term planning activities.
- Coordination services are improved among all appropriate public and private agencies and public school districts.
- Provides personnel with information prior to the initiation of services to assist in planning activities and in identifying any special resources needed.
- Increases the "match" between the needs of a child and the program's goals and services
- Cost-effectiveness is improved.

THE VALUE OF TRANSITION PLANNING

- Provides the family with current information about community resources.
- Assists the family in identifying areas in which services may be needed by their child with a disability(ies).
- Matches the needs of the family and child to the most appropriate services in the local community.
- Assists the family in getting what they need from the best mix of community resources.
- Assists the family in establishing collaboration with representatives of appropriate service providers.
- Follows through to ensure that the family is linked to selected services.
- Alerts service providers well in advance of the potential need for their services.

Source: Adapted from U.S. Department of Health and Human Services (1988).

FOUR KEY ELEMENTS FOR THE SUCCESSFUL TRANSITION OF YOUNG CHILDREN

- Continuity of developmentally appropriate curriculum for all age levels in all educational settings.
  - Children with disabilities have needs which must be addressed more specifically.
- Ongoing communication and collaboration among personnel providing services for young children.
  - Children with disabilities often receive services from several providers (ECSE teacher, speech pathologists, occupational therapists, etc.).
- Preparation of children and families for the next environment.
  - Children with disabilities are more frequently subject to fragmentation of environments.
- Family involvement in transition planning.
  - Children with disabilities have unique needs which are best identified by their families.

Source: Bredekamp, Sue (1987).

GOAL 2

Transition

BEST COPY AVAILABLE

LEVEL: STAFF

GOAL: **#2** Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify the key elements of the transition process as identified in the *Rules for the Education of Preschool Children with Disabilities.*

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Overview the relevant section of the *Rules.*	1. Transparency (S-T10) *Rules for Preschool Programs Serving Children with Disabilities,* Ohio Department of Education, 1991	1. Point out that these *Rules* became effective July 1, 1991 and apply to programs and services funded by the ODE/Division of ECE for the purposes of serving 3- to 5-year-old children with disabilities.
2. Review the definitions of eligible children ages birth through 2 and 3 to 5. Discuss potential for continuation/discontinuation of services.	2. Transparency (S-T11) *Definitions: Infant/toddler at risk, Preschool child with a disability, Handicapped Child...*	2. "Delay" is not a defined parameter of age-specific delay; "Probability" is vague. Adverse effect upon *normal development and functioning.* Adverse effect on *educational* performance. (S-T11 may be duplicated as Handout.)

"Activities shall be conducted that address the transition of preschool children with disabilities and their families between and within service delivery systems. Related activities may include, but are not necessarily limited to:

(1) Development of interagency agreements to clarify transition options;

(2) Development of forms and procedures for sharing pertinent information among agency personnel and parents;

(3) Transfer of personally identifiable information prior to the age at which children may be eligible for preschool or school-age services;

(4) Provision of information for parents regarding service options; and

(5) Provision of an individual planning conference and/or written transition plan for each child and family."

Source: Ohio Department of Education, 1991.

INFANT/TODDLER AT ESTABLISHED RISK

Established Risk means infants and toddlers who need early intervention services because they have a developmental delay, or have a diagnosed medical disorder or physical or mental condition that has a high probability of resulting in developmental delay.

Developmental Delay means the failure of a child to reach developmental milestones for his/her age in one or more of the following areas:

- Cognitive Development;
- Physical Development;
- Language and Speech;
- Psychosocial Development;
- Self-Help Skills; and
- Sensory Development (including vision and hearing).

The presence of a developmental delay or other established risk condition must be measured by qualified professionals using appropriate diagnostic instruments and/or procedures. In the absence of appropriate standardized measures, the Ohio Department of Health recognizes the use of informed clinical opinion as an alternate procedure in addition to at least one standardized measure to ascertain the presence of a developmental delay.

Source: Ohio Department of Health.

Preschool child with a disability is a child who

(1) is at least three years of age but not of compulsory school age; and

(2) has a disability as demonstrated by a documented deficit in one or more areas of development [communication, hearing, motor, social-emotional/ behavioral, vision or cognitive in combination with another domain or adaptive behavior] which has an adverse effect upon normal development and functioning.

Source: *Rules for the Education of Preschool Children with Disabilities,* Chapter 3307-31 ORC.

Handicapped child means a person below twenty-two years of age who has one or more handicaps as defined

- deaf
- deaf-blind
- developmentally handicapped
- hard of hearing
- multihandicapped
- orthopedically handicapped
- other health impairment
- severe behavior handicapped
- specific learning disability
- speech handicapped
- visually handicapped
- (autism)
- (traumatic head injury)

and for which there is an adverse effect on educational performance.

Source: *Rules for the Education of Handicapped Children* Chapter 3301-51 ORC 1982.

LEVEL: STAFF

GOAL: #2 Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will be able to develop a transition planning procedure which incorporates these elements.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Via small group discussions, generate the information necessary to complete the plan for one of the children previously discussed.	1. Transparency (S-T12) *Individual Transition Plan*	1. Reference the *Rules* provisions and walk participants through the plan. Ask participants how their plans will reflect sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.).
2. Large group activity Show examples of other forms.	2. Reading/Handouts (S-R2, 3, 4, and 5) *It's Time to Get Ready for School* **Bridging the Gap* *Transition Checklist* *Transition Plan/FCLC*	2. Emphasize that there is no single "right" form.
3. Recap procedures as shown on page 2 of article.	3. Handout (S-H3) *Transitions* *The reading *Bridging the Gap* relates to transition issues for older children; it also relates conceptually to transition from preschool to kindergarten. **Supplemental Resources** U.S. Department of Health and Human Services (1988) NEC*TAS (1989)	

TRANSITION PLAN

Date: ____________________

____ Transition with existing program

____ Transition to new program ____ Other

Person(s) Responsible

Describe transition process

Parent's Role in transition process ____________________

S-R2

IT'S TIME TO GET READY FOR SCHOOL

Barbara Fiechtl, Sarah Rule, and Mark S. Innocenti

"We think Karen can handle a regular kindergarten, but we want her to get some speech help. Should she have a different type of placement or can she get speech instruction in a regular kindergarten?"

"I really don't see any problem with a regular classroom, but do you think the teacher will help Missy with her self-help needs?"

"I think Matt is just too young to go to school. Maybe if we held him out for a year, he would catch up. Since he is so small, it wouldn't hurt him any."

Need for a Transition Plan

These comments were made by parents when their children were about to move from a mainstreamed preschool program to a public school kindergarten. This was the first transition for some children; for others, change of service had been a yearly occurrence. For all parents, the transition to a new setting created anxiety and raised questions, no matter how often they had experienced change before. Their concerns reflect very real problems in selecting new placements and arranging for timely initiation of appropriate service in the new placements (Hains, Fowler & Chandler, 1988; Johnson, Chandler, Kerns, & Fowler, 1986). Adequate planning can ensure an orderly transition (Fowler, 1982). It is necessary not only to alleviate parental concerns, but also to comply with Public Law 99-457 (Education of the Handicapped Amendments of 1986). The transition steps must be identified on individual family service plans (IFSP's) for children under the age of three who have handicaps.

This article describes the Parent Transition Plan, which was developed by the Preschool Transition Project staff at Utah State University to systematically organize the steps of a child's transition into the public schools. While the plan was developed for the transition from preschool to kindergarten, the procedures and forms also could be used to organize the transition from secondary school into community services or vocational rehabilitation.

Goals of Transition Planning

The goals of transition planning are to (a) select a placement appropriate for the needs of the child and supported by *the child's parents;* (b) ensure a smooth transfer of the child and the child's records to the new placement; and (c) initiate services in the new environment in a timely fashion.

Without such planning, appropriate services might be interrupted for several reasons. Parents might fear that a placement will be assigned rather than negotiated. Some have expressed concern that their involvement with the child's education will be diminished when the child moves into elementary school (Hanline, 1988). They might be wary of sending too much information about their child's special needs for fear that the information will jeopardize placement in a mainstream environment. If insufficient information about the child is transferred to the school system, the child might receive inadequate support services in the resulting placement or there might be a delay in services while assessments (which already might have been completed in the preschool) are conducted by the school system in an effort to identify the child's needs.

A Transition IEP

The transition plan is similar to a child's individualized educational program (IEP), but it defines transition-related goals for parents and staff, describing all the activities that must take place during the transition. The plan is developed at a meeting of the parents and preschool staff and includes the following information: (a) what records are to be sent; (b) who will send them; (c) when they should be sent; (d) who must receive them; (e) who will make personal contact with school district staff members and when; (f) what placement will be requested of the district; (g) what services will be requested in the placement; and (h) ways to monitor the child's success in the placement throughout the year. Although it adds a bit of paperwork, the plan takes far less time to develop than the IEP and is equally important in defining necessary decisions and actions for the preschool staff and the parents.

When transition steps are discussed and put in writing during a meeting, there is some assurance that all parties understand and agree to conduct the necessary actions. The responsibility to promote an orderly transition is shared by staff and parents. For example, a parent's written objective might be to contact the principal of the school in the child's prospective placement while a staff member's might be to send copies of reports to an administrator by May 15. Parents' roles define them as participants rather than observers. In a symposium addressing parental roles in the transition process (Hutinger, 1981), Karnes suggested that parents can help promote continuity in the child's encounters with changing environments. The plan is a means of helping parents take the lead in advocating for their children by defining constructive actions to promote a smooth transition.

The Parent Transition Plans were tested for two years with children who moved from a mainstreamed preschool into three different school districts. Variations in the children's needs and in the array of options available in the different districts made the transition process simple for some children and complicated for others. Each plan was developed to coordinate the transition while providing flexible steps to accommodate the individual needs of the child.

Developing the Plan

An example of a transition plan is shown in Figure 1. This plan was developed with one of the sets of parents whose comments began this article. Missy, their daughter, had attained many normal developmental skills but had motor impairments associated with cerebral palsy. During her year in preschool, her efficiency at completing tasks improved and she learned to use a walker. There were still tasks with which she required assistance, for example, opening heavy doors, carrying several items for an assignment, and reaching for items on shelves. She was willing to attempt almost any task and generally asked for help only after making an independent effort.

During the transition meeting, Missy's parents were asked what type of placement they wanted for their child. They suggested that she would benefit from placement in a regular kindergarten but expressed concerns about the areas in which she needed additional help. The staff concurred with their opinions and presented the results of recently administered evaluations.

Based on this discussion, the parent-staff team recommended that Missy be placed in regular kindergarten at her neighborhood school. This recommendation was listed on the transition plan. They agreed that the teacher should provide a report to the receiving kindergarten teacher suggesting procedures to help Missy perform motor tasks without adult assistance. The report should specifically address Missy's physical capabilities so that the receiving teacher would not inadvertently assign tasks that might be too difficult. Finally, the team decided which records and evaluation information should be sent to the school district and who should send them.

After the decisions were made, the team described specific action steps on the transition plan. All events discussed during the meeting were assigned as responsibilities to either parents or staff. For example, the parents wanted to visit the neighborhood school. Step 1 was "Parents will contact the local principal." Missy's parents were assigned the responsibility, and the completion date was noted. Step 2 described the teacher's responsibility to send Missy's speech, psychological, and physical therapy evaluations to the school principal and special education office and to provide her parents with copies. Step 3 described the teacher's responsibility to prepare and send a report to the kindergarten teacher. The complete written plan functioned as a summary of the meeting and all decisions made. If at any point members of the team disagreed with a step, the date, or the person responsible, the team discussed the issues until they reached consensus.

Variations in Planning

Transition plans are different for children who require different services. Matt was a child who acquired a number of new skills during preschool, including play skills and social responses to other children. The staff and Matt's parents discussed recent test scores that indicated skill deficits in a number of developmental areas. They decided that a regular kindergarten would not be the best placement for Matt, for he required more individual instruction than would be available in the regular kindergarten class. However, the parents were encouraged to pursue *some* mainstreaming for Matt to allow him to use his new social skills. After reviewing the evaluations and reports, the team decided which were relevant to the recommended placement. His transition plan included having records sent, as had Missy's, but it required coordination among the preschool staff, school special education staff, school principal, and kindergarten teacher and parents. Again, the parents were responsible for initiating contact with the schools, but the preschool staff prepared reports for all school staff and were available to attend Matt's IEP meeting to assist in describing appropriate mainstreamed activities.

Transition in the Future

The passage of Public Law 99-457 may reduce the number of interagency transitions for preschoolers with handicaps, since the public schools will be responsible for services to children ages three through 21. However, the issues surrounding transition will remain. Transitions occur throughout a child's school career. Children move from infant programs into preschool programs, from elementary school to middle school, and finally from secondary school into the community. Cooperation between parents and staff will be required during each of these periods to ensure that the child or youth receives appropriate services in a timely manner. The Parent Transition Plan provides an outline of a process, an assignment of responsibility to promote a parent-professional partnership to facilitate smooth transition, and a time line to facilitate the transition process.

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Barbara Fiechtl (CEC Chapter #499) is Clinical Instructor, Department of Special Education. **Sarah Rule** (CEC Chapter #499) is Director, Outreach, Development and Dissemination Division and Associate Professor of Special Education. **Mark S. Innocenti** is Research Specialist, Early Intervention Research Institute. All are at Utah State University, Logan.

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Figure 1

PARENT TRANSITION PLAN

Child: Missy

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition to the school district for the child.

Recommended Placement: Regular Kindergarten

Neighborhood School: Seven Oaks Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. Missy is recommended for enrollment in regular kindergarten at Seven Oaks Elementary. Parents will contact the principal to discuss Missy's physical status and capabilities.	Parents	May 30, 1987	
2. Send records to school principal, district special education office and provide the parents with copies of preschool reports for their file.	B. Fiechtl, teacher	June 5, 1987	
3. Provide kindergarten teacher with preschool teacher's report, stressing Missy's skills and possible adaptations for the environment.	B. Fiechtl, teacher	June 10, 1987	
4. Monitor Missy's progress throughout the year. Inform kindergarten teacher whenever physical status changes.	Parents	1987-88 school year	
5. Contact Psychologist if advice needed or problems occur.	Parents	1987-88 school year	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

BRIDGING THE GAP

Judy W. Wood, Jennifer Wingo Miederhoff

During the last decade, the transition of large numbers of children with mild disabilities from self-contained special classes into regular education classes has often presented difficulties for these children. Some of the significant differences they encounter in regular classes include increased class size, less individualized attention, a faster instructional pace, different evaluation procedures, and more demanding social skills. They also may have difficulty coping with new nonacademic challenges such as memorizing a lock combination, showering, or changing clothes in physical education.

Transition decisions may also present difficulties for educators, who must determine which students to mainstream, what subjects they should be assigned, and for what period of time (Berdine & Blackhurst, 1981).

Several studies have addressed strategies for preparing students for the introduction of a disabled peer into the mainstream classroom. However, fewer studies have been aimed at preparing mildly disabled students to enter the mainstream. Salend and Viglianti (1982) developed a form for analyzing variables in the regular classroom setting with the purpose of targeting the skills mainstreamed students would need prior to entry. Salend and Lutz (1984) identified social skill competencies necessary for mainstreamed students in a regular class setting. Salend and Salend (1986) administered a questionnaire to regular and special educators and identified 30 social skills necessary for successful functioning in the secondary regular classroom. Anderson-Inman (1986) found that so-called preteaching by resource teachers could help resource students adapt to the mainstream environment.

There is a growing need for a simple device to compare characteristics of the mainstream setting to the performance levels of students entering that setting. This article presents a modified checklist designed for that purpose. The Transition Checklist includes assessment of classroom instructional methods and materials, course content, evaluation techniques, and classroom management (Figure 1); interpersonal and social relations (Figure 2); and related school environments (Figure 3). Preliminary field testing of the checklist in several Virginia public schools has shown it to be a useful instrument in enabling successful mainstreaming.

Checklist Administration

To administer the Mainstream Characteristics portion of the checklist, the educator checks off the factors that are applicable to the setting the student will be entering, for example, the classroom or the cafeteria. In Part I, Classroom, the teacher would check off the type of grouping procedures used most often in that classroom. The referring teacher (generally the resource or special education teacher) would then assess the student's skills in the corresponding areas under Student's Present Performance Level. Examination of the completed form would indicate the areas in which student skills do or do not match the variables of the mainstream environment.

The checklist can be used in its entirety, or any of the three separate parts can be administered to match student skills to an appropriate mainstream setting. Teachers should use their professional judgment to determine which items need to be administered for the individual being assessed. In cases in which a skill cannot be assessed in the resource setting (e.g., ability to perform lab experiments), the special education teacher can obtain access to the necessary facilities in order to work with the student prior to placement or provide a trial period of instruction under a regular teacher.

Uses of the Checklist

The Transition Checklist can be used in a variety of ways.

Following are some examples:

1. A special education teacher considering mainstreaming a student would send copies of the checklist to several regular teachers and ask them to fill out the Mainstream Characteristics portion. The special education teacher would then fill out the Student's Present Performance Level section for the child being mainstreamed. The results of the checklist would be used to make the best possible match between the regular classroom and the student to be mainstreamed. For example, if it is discovered that the science teacher uses small group instruction almost exclusively in her class and the student works best in a small group setting, a possible match has been made. On the other hand, if assessment reveals that the history teacher requires his students to copy extensive notes from the chalkboard and the student to be mainstreamed has difficulty with copying, educators would question placing the student in that class.
2. Another way to use the checklist would be for the special education teacher to fill out the Student Skills portion of the checklist and send it to the regular teacher either before or after a child has been mainstreamed into the regular classroom. This would provide the regular classroom teacher with input on the student's learning characteristics and facilitate a closer match between teaching procedures and student learning style. For example, if the teacher uses the lecture approach and the mainstreamed student has listening problems, a good match has not been made. However, if the teacher makes some simple adaptations to the lectures (e.g., using the overhead projector to show visual aids and providing the students with a printed lecture outline), then the student's placement in the class could be appropriate.
3. As an alternative to having the regular classroom teacher fill out the checklist, the special education teacher could observe the mainstream setting and fill out the checklist independently or together with the regular teacher. Results of the checklist would then be compiled by the special education teacher and shared with the regular education teacher, helping to determine the appropriateness of the mainstream placement.
4. When skills are identified that the student needs to master before entering the mainstream setting, these should be included in the student's individualized education program (IEP). For example, if it is discovered that a student cannot accurately copy notes from the chalkboard, the IEP should include notetaking skills as an objective.
5. The checklist also can be used to assist multidisciplinary teams in determining a student's readiness for mainstreaming.
6. Finally, the child study committee could use the checklist to assess a student prior to deciding on a special education evaluation or prior to IEP planning.

Summary

Transition from a special to a regular classroom can be either a positive experience or a frustrating one for a student with mild disabilities. By assessing the mainstream setting and determining whether or not the student has the skills needed to enter the environment, educators can enhance the possibility of a successful learning experience. The Transition Checklist for Mainstreaming offers a simple method of matching the environment with the student to increase the chance that the student will "swim" successfully through the mainstream.

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Judy W. Wood (CEC Chapter #622) is Associate Professor, Virginia Commonwealth University, Richmond. **Jennifer Wingo Miederhoff** (CEC Chapter #155) is Research Specialist, Virginia Commonwealth University, Richmond.

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S-R3

Figure 1

TRANSITION CHECKLIST (CLASSROOM)

Student: ______________________________

Teacher: ______________________________ Subject: ______________________

Grade or Type of Class: ________ Date: ________ Teacher Completing Observation: ______________

DIRECTIONS: Mainstream teacher: Check the items in the Characteristics column that describe the mainstream setting.
Special classroom teacher: Check the appropriate items in the Student's Present Performance level column.

Characteristics of Mainstream Setting	Check If It Applies	Students Present Performance Level	Has Mastered Skills	Is Working on Skills	Is Unable to Perform Skills
I. CLASSROOM					
A. Physical Variables					
1. Grouping for instruction					
a. Large group		Works well in large group			
b. Small group		Works well in small group			
c. One-to-one		Works well one-to-one			
		Adapts to various group settings			
2. Sound					
a. No talking allowed		Works silently			
b. Minor distractions (some interaction)		Works with minor distractions			
B. Instructional Variables					
1. Teaching Techniques					
a. Lecture		Retains material from lectures			
b. Explanation		Comprehends group explanations			
c. Audio visual presentation		Retains audio visual presentations			
d. Discussion		Participates in class discussion			
2. Media					
a. Notetaking					
(1) Copied from board		Can copy notes from chalkboard			
(2) Prepared by teacher		Can read teacher-written notes			
(3) From lecture		Can take organized lecture notes			
b. Equipment		Student learns from varied media			
(1) Overhead projector		Overhead projector			
(2) Filmstrip projector		Filmstrip projector			
(3) Tape recorder		Tape recorder			
(4) Computer		Computer			
3. Materials					
a. Textbook used		Can read textbook at grade level			
Grade level of text _____		Needs text adapted to _____ level			
b. Supplementary handouts		Reads most handouts			
4. Content					
a. Homework					
(1) Assignments copied from chalkboard		Copies accurately from chalkboard			
(2) Written assignments provided		Reads written assignments accurately			
b. Modifications					
(1) No modifications made in subject matter		Needs no modifications			
(2) Some modifications made (list)		Requires some modifications (list)			
(3) Peer tutors used		Requires assistance of peer tutor			
c. Class procedure					
(1) Students read aloud		Reads text aloud			
(2) Students present projects-reports orally		Presents materials orally			
5. Evaluation					
a. Test format used		Can take tests in these formats			
b. Test given orally		Can take oral tests			
C. Counseling					
1. Teacher frequently counsels students		Is able to seek guidance as needed			
2. Little time provided for student counseling		Is able to express personal and/or academic problems appropriately			

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Figure 2

TRANSITION CHECKLIST (INTERPERSONAL/SOCIAL RELATIONS)

Student: ______________________________

Teacher: ______________________________ Subject: ______________________

Grade or Type of Class: ________ Date: ________ Teacher Completing Observation: ________________

DIRECTIONS: Mainstream teacher or appropriate peronnel. Check the items in the Characteristics column that describe the mainstream setting. To evaluate the student check the appropriate items in the Student's Present Performance level column.

Characteristics of Mainstream Setting	Check If It Applies	Students Present Performance Level	Has Mastered Skills	Is Working on Skills	Is Unable to Perform Skills
II. INTERPERSONAL/SOCIAL RELATIONS					
A. Student Interaction		Can interact appropriately in the following ways:			
1. Individual		Individual			
2. Cooperative		Cooperative			
3. Competitive		Competitive			
B. Regular students have positive attitude toward handicapped		Has positive attitude toward self			
C. Dress Appearance		Dresses appropriate			
1. Dress code applied		Follows dress code			
2. Concern given to appearance by most students		Presents neat appearance			

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Figure 3

TRANSITION CHECKLIST (RELATED ENVIRONMENTS)

Student: ______________________________

Teacher: ______________________________ Subject: ______________________

Grade or Type of Class: ________ Date: ________ Teacher Completing Observation: ______________

DIRECTIONS: Mainstream teacher or appropriate peronnel. Check the items in the Characteristics column that describe the mainstream setting. To evaluate the student check the appropriate items in the Student's Present Performance level column.

Characteristics of Mainstream Setting	Check If It Applies	Students Present Performance Level	Has Mastered Skills	Is Working on Skills	Is Unable to Perform Skills
III. RELATED ENVIRONMENTS					
A. Cafeteria					
1. Procedures for purchasing lunch ticket token posted or explained		Follows correct procedure for purchasing lunch ticket token			
2. Lunchroom routine explained - posted Purchases lunch Finds assigned table Returns tray		Follows lunch routine			
B. Physical Education					
1. Uniform required		Purchases appropriate uniform Brings clean uniform each week Changes uniform under some pressure			
2. Showering required		Showers independently			
C. Music/Art					
1. Students move to class independently		Moves to non-academic classes independently			
2. Rules of classroom explained - posted		Follows orally presented rules Follows written rules			
3. Grading system used		Works best under following system:			
a. Letter grade		Letter grade			
b. Pass/fail		Pass/fail			
c. Other ______________		Adapts to various grading systems			

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TRANSITION CHECKLIST

- Home-based Programs
- Parental Involvement

Adapted from Portage Project materials

Considerations for Transitioning a Child from a Head Start Classroom or Home-based Setting into the Public Schools

1. What will be different for the child?

☐ building
☐ larger classroom
☐ child/adult ratio larger
☐ more structure
☐ different equipment
☐ less free time
☐ longer day
☐ bathrooms
☐ new playground
☐ new fears
☐ greater distance
☐ discipline
☐ new staff
☐ busing/walking
☐ new expectations
☐ new children
☐ cafeteria
☐ less mainstreaming
☐ less freedom of movement
☐ fewer choices of things to do
☐ less acceptance of handicapped children
☐ less teacher attention
☐ less opportunity to individualize
☐ less contact with caregivers

2. Brainstorm ideas and activities for teaching the skills needed to deal with this change. Be creative and imaginative!

☐ dramatic play — provide props
☐ a pretend day
☐ set up cafeteria/role play
☐ discuss differences and the reason for the change
☐ praise children for progress and tell them they're ready for kindergarten
☐ allow child more independence with structure
☐ increase appropriate structural activities
☐ visit new school
☐ concentrate on readiness during the last month: dressing, toileting, paper and pencil activities, etc.
☐ role play new situations: principal, new friends, notes home, etc.
☐ talk to parents ahead of time about potential anxieties
☐ send information folder to new school on each child
☐ make picture of new school
☐ teach bus skills, take a ride on a bus
☐ have older siblings or former Head Start children talk to your class
☐ have a party to introduce children before school begins
☐ have kindergarten teacher visit your Head Start class
☐ visit new playground/library
☐ take pictures of new environment
☐ have a kindergarten class make a book for Head Start children

How Can Parent Involvement Be Continued in the Kindergarten Program?

1. What will be different for the parent?

☐ less time in classroom/program
☐ less rapport initially
☐ more formal/more structured
☐ less total interaction
☐ fewer educational opportunities (parent meetings, conferences)
☐ more expensive (supplies, special activities, meals, etc.)
☐ more threatening

2. List the ways the parent could continue to be involved and the skills needed for that involvement.
   - ☐ P.T.A.
   - ☐ teaching at home
   - ☐ classroom volunteer (room mothers)
   - ☐ make the first move
   - ☐ adult show and tell
   - ☐ share skills
   - ☐ call/see/write teacher
   - ☐ ask that teacher keep in contact
   - ☐ use Head Start as resource
   - ☐ field trips
   - ☐ attend parent conferences/open houses
   - ☐ assist in writing IEPs
   - ☐ know parents' rights
   - ☐ playground supervision
3. Describe the support role each of the following could provide:

   The Head Start teacher?
   - ☐ introduce parents to new situations
   - ☐ make them aware of parents' rights
   - ☐ be available for information
   - ☐ participate on multidisciplinary team
   - ☐ be an advocate

   The new teacher?
   - ☐ invite parents to come in
   - ☐ read information on child in file
   - ☐ have representative from school at Head Start parent meeting

   The Handicap Services Coordinator?
   - ☐ keep communication lines open
   - ☐ participate in placement meetings
   - ☐ accompany parents to new school

Determine Differences Between Preschool and Kindergarten Programs

Classroom Composition

1. How many teachers, teachers' aides, and volunteers work in the classroom?
2. How many children are in the classroom?
3. Do the numbers of adults and children in kindergarten differ from preschool? (The adult/child ratio is the number of adults to the number of children.) The typical preschool contains two or three adults and 18 to 20 children. The typical kindergarten contains one or two adults and 20 to 30 children.

Teacher Attention and Reinforcement

1. How frequently do teachers attend to the students with praise, instructions, or reprimands? (e.g., How frequently do teachers provide praise? Every few minutes, only at the end of an activity, individually or as a group?)
2. Do teachers provide special rewards or back-up activities for good behavior? (e.g., additional free time, access to the art center, good work certificates, positive home notes)
3. What are the consequences for disruptive or inappropriate behavior? (e.g., temporary removal from the activity, loss of recess or free time)

Physical Arrangement

Is the physical arrangement of the kindergarten different from the preschool?

1. Do children sit on individual mats or on a group rug?
2. Do children work at tables or at desks?
3. Are work and play areas clearly separated?
4. Are play areas visible from work areas?
5. Is the bathroom or drinking fountain adjacent to the classroom or down the hallway?
6. Are there interest centers?

Daily Schedule

1. Is the kindergarten in session longer than the preschool?
2. How many minutes do children spend:
   a. in large groups (singing, sharing, listening to stories, having snacks)?
   b. in small groups?
   c. doing academic work and fine motor activities?
   d. in free play activities?
   e. in recess and large motor activities?
   f. in moving from one scheduled activity to another (e.g., lining up for recess, waiting to be called from large group to small group?)

Classroom Rules and Routines

1. Are children required to raise their hands:
   a. for permission to speak?
   b. when they have finished a task?
   c. to seek assistance?
2. Do children speak out? If so, when? (e.g., volunteering answers in a large group)
3. During which activities can children talk to their classmates and move about the room?
4. Do children have free or limited access to the bathroom, water fountain, pencil sharpener, and/or supplies?
5. Do children manage all or some of their own materials (e.g., crayons, paper, paste) or do they use community materials? Which materials do they manage?
6. Do children walk in line single-file or double file? Do they hold hands?

Academics

1. Are there minimum competency levels? Is there a kindergarten readiness checklist?
2. Which academic subjects are taught?
3. Which curriculum materials are used most typically? For example, are math concepts taught through manipulative materials, such as Cuisenaire rods, through work sheets, or through both?
4. Are lessons taught in large or small groups?
5. How do children respond during instruction?
   a. Do children recite answers? For which subjects? (e.g., alphabet, numbers)
   b. How often and for which subjects do children reply as a group to teacher questions?
   c. How often and for which subjects do children respond individually to teacher questions?
   d. How often and for which subjects do children produce written responses? Which response formats are used? Do children circle the right answer, color in the right answer, mark (X) the right answer, mark (X) the wrong answer?

Self-Help Skills

Which self-help skills do most children demonstrate?

1. Dressing independently for outdoors?
2. Shoe tying?
3. Drinking milk through a straw?
4. Hand washing?
5. Nose care?
6. Toileting?

The worksheet on the following page, along with these explanations for each area of potential difference, may be used by Head Start personnel in observing the kindergarten classroom.

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SKILLS CHECKLIST FOR CHILDREN WHO WILL BE ENTERING PUBLIC SCHOOL

Child's Name ______________________________

Teacher ______________________________

District ______________________ Date ______________

[ ] RED — Entry Level Behavior
[ ] BLUE — Exit Behavior

Adapted from Portage Project materials

	Never	Seldom	Sometimes	Usually
Understanding Self and Others				
1. Responds positively to social recognition and reinforcement				
2. Separates from parents and accepts school personnel				
3. Expresses emotions and feelings appropriately				
4. Defends self				
5. Understands role as part of a group				
6. Respects others and their property				
7. Willingness to try something new (take risks)				
8. Plays cooperatively				
Communicating				
1. Communicates own needs and wants				
2. Answers questions about self and family				
3. Responds appropriately when comments are directed to him/her				
4. Attends to speaker in a large group				
5. Initiates interaction with peers and adults				
6. Answers questions about stories, films, etc.				
7. Relates experiences and ideas to others				
8. Asks questions to get information				

S-R4

Task — Related	Never	Seldom	Sometimes	Usually
1. Holds and/or manipulates materials				
2. Follows a three-part direction related to task				
3. Makes choices				
4. Finds materials needed for task				
5. Works on assigned tasks for 15 minutes				
6. Completes tasks at ability level independently				
7. Self-corrects errors				
8. Recalls and completes tasks demonstrated previously				
School and Classroom Rules and Routines				
1. Can "line up" and stay in line				
2. Raises hand and/or gets teacher's attention when necessary				
3. Replaces materials and "cleans up" workspace				
4. Moves smoothly through routine transitions				
5. Waits to take turn and shares				
6. Controls voice in classroom				
7. Stays in "own space" for activity				
8. Knows way around school and playground				
Self Help				
1. Will put on/off outer clothing within a reasonable amount of time				
2. Cares for own needs				
3. Feeds self				
4. Gets on and off bus				
5. Aware of obvious dangers and avoids them				

Compiled from *Out of the Nest*, The Wisconsin EN-EEN Project, Department of Public Instruction, 3/82.

KINDERGARTEN OBSERVER'S WORKSHEET

Classroom Composition:

Teacher Attention and Reinforcement:

Physical Arrangement:

Daily Schedule:

Classroom Rules and Routines:

Academics:

Self-Help Skills:

Support Systems:

Adapted from Portage Project materials

S-R5

TRANSITION PLAN

Family Child Learning Center
90 W. Overdale Drive
Tallmadge, Ohio 44278

Child's Name: ______________________________ Date: ______________

Placement: ______________________ Desired Placement: ______________________

Team: ______________________ When?: ______________________

Prog. Area	Curr. Status	Future Req.	Needed Action/Person(s) & Dates
Communication			
Self-Care (Eating)			
Self-Care (Clothing)			
Self-Care (Toileting)			
Mobility			
Gym			
Class Activities			
Other			

Summary Plan

Needed Equipment: ____

Environmental Assessments Needed Immediately: ____

____

Skills to be Trained: ____

____

Services Needed in New Environment: ____

TRANSITIONS

Transitions for young children occur at two levels: 1) movement from one activity to another within a familiar environment and 2) movement from a familiar environment to a new and different environment. Each requires careful planning and cooperation among adults to assure smooth and positive transition experiences for each child.

1. **Movement from one activity to another within a familiar environment.**

Adult preparation of the environment with careful planning of time, space, and materials can facilitate smooth transitions for children throughout the day. Time schedules are flexible and dictated primarily by children's interests and needs. There is a predictable set of routines and sequence to each day which provide a sense of security and ability to anticipate "what's next." Although varied materials and activities or projects are made available, basic routines provide a sense of continuity and smooth transitions. Children are guided in transitions by adults' consistent signals, cues, or verbal directions. Adults facilitate increasing self-direction and independence for each child with support and assistance given only as necessary. Older or more experienced children model transition behavior for their inexperienced peers. Transition skills include processes required for self-care (toileting, hand washing, outdoor clothing), care of materials and possession (clean-up, putting away toys and materials), (mobility movement from one area to another), physical fine motor coordination (carrying and manipulating trays or cups for snack, paints, etc.), locating a seat/area to wait, or selecting appropriate materials for the next activity.

These skills develop from processes beginning during the birth to two level, with many skills acquired in part by the toddler. Toddlers become familiar with various transition routines and with this developmental foundation and continue to develop needed transition skills as they enter subsequent preschool, kindergarten, or primary environments.

2. **Movements from a familiar environment to a new and/or different environment.**

Adults facilitate children in their transition needs as they move from one grouping or program to another each day (i.e., first grade to after school day care) or graduate from one environment to another (toddler group to preschool group or preschool center to elementary building for kindergarten). Adults provide support and guidance for children in the following ways:

a. Preparing children for transition by:
   - visiting the new program, group, or building
   - meeting staff and children
   - discussing and practicing routines
   - discussing children's anticipations
   - listening and responding to children's fears

b. Providing communication between staff at different programs or buildings by:
   - visits to settings to observe and become familiar with programs
   - meetings about specific family and child needs
   - phone or written communication about family or child needs
   - cooperating in sharing relevant information or providing resources for families and teachers

c. Provide continuity in program content, environments, and adult strategies through developmentally appropriate practice:
   - using guidelines for developmentally appropriate practice for birth to two, three to five, and six to eight environments can assure a predictable set of expectations for transitions to the next environment
   - adults familiar with developmentally appropriate practice for subsequent environments can prepare children in their settings to develop relevant competencies for the next environment
   - families are informed (through conferences, visits to current and future environments and resources) of expectations for subsequent programs and environments
   - families and staff work cooperatively to prepare children and developmentally for transitions to new environments

LEVEL: STAFF

GOAL: **#2** Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will state a philosophy which reflects appropriate practices, least restrictive environment, and collaboration among families and professionals.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Review each statement and ask participants to identify the pertinent elements contained within each.	1. Transparency (S-T13) *Philosophy Statements* **Supplemental Resources** Hanson, M., & Lynch, E. (1989) Turnbull, R. H., III & Turnbull, A. (1990) (R)	1. S-T13 may be used as a Handout if activity is conducted in small groups. The first statement is inconsistent with developmentally appropriate practice in that the child is expected to "fit" into an existing program in which modifications cannot be made. In the second example, widely-held misconceptions which are not supported in the literature are shown. The third statement, like the first, reflects resistance to adapting a program to individual needs. In addition, children who attend community-based preschools can in fact be served by public schools through the itinerant model. Reflect on the issue of sensitivity to diversity as it relates to these statements (e.g., resistance to accommodating family choices and needs).

S-T13

PHILOSOPHY STATEMENTS

DIRECTIONS: Critique the appropriateness/inappropriateness of the following philosophy statements:

1. Transition planning ensures that children who are not ready for the next step remain in their current program another year. “Summer babies” are an example; those born during the summer are not usually ready for kindergarten.
2. It is a means to ensure that children with disabilities are protected from peers who might do them harm and that their peers do not learn inappropriate behaviors.
3. This planning is based upon the school district’s current resources and cannot be modified to accommodate family choices/needs. If a child with a disability is attending a community-based preschool, the child cannot be served.

GOAL 3

Transition

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LEVEL: STAFF

GOAL: #3 Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will know a variety of methods for assessing the discrepancy between needs/services.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Brainstorm ideas and activities for teaching the skills needed to deal with change by recapping.	1. Reading (S-R7)	1. Be sure to reflect again on the importance of maintaining sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.) in this process.
2. Large group activity Discuss the steps involved in conducting a discrepancy analysis and provide an example.	2. Transparencies (S-T14, T15) *Steps to Conduct a Discrepancy Analysis* *Discrepancy Analysis Example*	2. Provide S-T15 as a Handout also.

SEO-SERRC
TRANSITION OF PRESCHOOL CHILDREN WITH HANDICAPPING CONDITIONS

Dee Dee Dransfield

When making plans on behalf of children in your class for next year, the following suggestions are offered to assist you in your transition planning. REMEMBER: placement decisions are made by the team. Think about who is on the team and cooperatively work with them.

1. Think about the children who are currently being served by your unit. Typically these children will fall into one of four categories: preschool children who continue to receive preschool special education placement; children who will be five on or before September 30, 1990 and will continue to need special education programming; children who will be six on or before September 30, 1990 and will continue to need special education programming and children who no longer will need special education programming.

   Start by looking at: current levels of performance and the goals and objectives written on the IEP.

2. Complete the end of the year evaluations. Different test instruments which can be administered include: DIAL-R; Bracken Basic Concept Scale and Woodcock-Johnson: Tests of Achievement.

   ** SPECIAL NOTE: If the child will continue to receive special education next year AND they are not due for a new MFE (required at least every three years) AND the special education program for next year is not different than that listed on the current IEP (i.e.: DH, LD, MH, etc.); a NEW MFE is not necessary. Even if the child was receiving home instruction and next year will be enrolled in a special education class, this does not represent a change in PROGRAM placement if the diagnostic category remains the same.

3. Prepare an end-of-year progress summary which includes materials/activities/methods that have been used/successful for each IEP goal.

4. For those children who will be placed in a program other than your preschool program, contact the local district coordinator in the child's district of residence to find out what placement options are available. (Examples include, but are not limited to: regular kindergarten with no special education; part-time special education/regular kindergarten; special education as the primary program with mainstreaming; regular kindergarten placement with speech therapy). Also remember that children who will be five on or before September 30, 1990, but not six, can continue to receive services through the preschool units.

5. When considering placement options, THINK: given the child's current levels of performance, in which educational environment is the child most likely to be successful.

6. In cooperation with the local district coordinator, visit with parent any options for placement for next year. (These visits will help you get a better handle on the expectations that the child will face next year.)

7. Once you are aware of the possible placement options, discuss those options with the child's parents.

8. Another opportunity to assist in decision making is to contact any potential "receiving" teachers and ask them about the expectations of their classroom.

9. In cooperation with the local district coordinator, schedule an annual review and decide who needs to be present at that annual review meeting. If the teacher who will be "receiving" the child next year is known, it is important to include them in the IEP annual review meeting. This is true for both special education and regular classroom teachers.

10. Based on what you know about the child, identify the goals and objectives that you would include on an IEP for next year. This can be helpful in two ways.
    a. If you are unsure about PLACEMENT suggestions for next year, you can compare your DRAFT IEP with the curriculum of various placement options. Which is the best "match."
    b. If next years placement is pretty well decided, you can send a copy of your DRAFT IEP to the probable receiving teacher to review/adapt/modify, etc.

11. For those children for whom you might be considering regular kindergarten placement without special education, give thoughtful consideration to OVERALL functioning level. Administer an evaluation which provides standardized data such as the Woodcock-Johnson: Tests of Achievement. Ask yourself the question: does the child have the necessary prerequisite readiness skills needed to be successful. If they can demonstrate those skills in an individual setting, then ask yourself whether or not the child can independently demonstrate those skills in a regular classroom setting. Over the years, we have found things such as following directions given to a large group, completing a worksheet without individual adult assistance, and ability to focus on one task to be some of the "problem" areas for some children.

12. If regular kindergarten placement is the preferred option, an annual review still needs to be conducted. A new MFE is not necessary when moving from special education to regular education. HOWEVER, at the annual review, document in WRITING, that the consensus of the review team is regular classroom placement. It is also advisable to invite the receiving teacher to the annual review meeting. You can be helpful to the receiving teacher by reviewing his/her schedule and curriculum and providing ideas/suggestions regarding times/skills in which the child may need some adaptation/modification.

    ALSO IMPORTANT! If the review team agrees on regular classroom placement, identify a person who will periodically check on the child's progress in the regular classroom.

STEPS TO CONDUCT A DISCREPANCY ANALYSIS

1. Determine what activities to teach.
2. Identify important skills necessary to perform the activity.
3. Determine present needs and abilities of the student with dual sensory and multiple impairments.
4. Determine skills that the student can acquire by partial participation.
5. Determine individual adaptations.

DISCREPANCY ANALYSIS EXAMPLE

Environment: Integrated Preschool Classroom

Subenvironment: Block Center

Activity: Block Building

Ecological Inventory for typical Child Sept. 19, 1991		Discrepancy Analysis for child with multiple disabilities Sept. 14, 1991	Proposed Adaptations Sept. 15, 1991
1. Chooses to play in block center.	–	1. Verbal prompt required. No choice expressed.	1. "Would you like to play with the blocks today?"
2. Walks to block center.	–	2. Physical prompt to walk with walker.	2. Walker. Use targeted for instruction. Child expected to position, use with minimal assistance within two weeks.
3. Positions self to access blocks with floor space for building.	–	3. Physical assistance to transfer to floor in prone.	3. Bolster to position for arm movement.
4. Selects type of blocks.	–	4. Verbal prompt required.	4. Display alternatives so child indicates preference.
5. Selects blocks for use as needed in building.	–	5. Physical assistance required to access blocks for building.	5. Place several blocks on floor for child to use. Gradually increase the number.
6. Connects blocks horizontally.	+	6. Child connects blocks independently.	6. None. Child able to perform skill independently.
7. Builds 2-block tower.	+	7. Child builds 2-block tower in imitation of model.	7. None. Child able to perform skill independently having observed model.
8. Combines horizontal and vertical additions.	–	8. Demonstration and verbal prompt required.	8. Ask peer who chose block building to demonstrate and tell child.
9. Constructs cooperatively with peer in shared construction.	+	9. Child accepts peer overture, adds to shared construction.	9. None. Child responds by adding blocks to shared construction.
10. Narrates in representational play, dialogues.	–	10. Child nonvocal, but indicates intent, expresses pleasure.	10. Suggest peer ask child to choose. Observe intent, reactions expressed.

LEVEL: GENERAL

GOAL: #3 Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will develop a process model to address the key elements of the transition process which is independent of current practices.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Elicit from the participants information to complete the report in their Handouts: – age of child – current levels of functioning – strengths and needs – child/family outcomes	1. Handout (S-H4) *Part II: Results of Multidisciplinary Evaluation for Determining Eligibility*	
2. Discuss – Who will have the responsibility to implement the change to the next environment. – How that will be done. – When it will be done.		
3. Review the classroom observation form.	3. Handout (S-H5) *Classroom Observation Form*	

PART II: RESULTS OF MULTIDISCIPLINARY EVALUATION FOR DETERMINING ELIGIBILITY*

A. CHILD'S PRESENT LEVELS OF DEVELOPMENT

Area	Date of Procedure	Chron. Age	Age Level/ Age Range
Cognitive			
Speech/Language			
Psychosocial			
Self-help			
Physical: Fine Motor			
Gross Motor			
Hearing			
+			
Vision			
+			
Health			

*Refer to multidisciplinary evaluation report(s) for additional information

+ Indicates space for recording status of child's hearing, vision, and health

Please judge the child in the areas below by use of the following:
1. Not in evidence yet
2. Sometimes
3. Almost always

I. COGNITIVE

Language Skills

______ Expresses self in sentences
______ Follows verbal directions
______ Participates in discussions
______ Exhibits rich and growing vocabulary
______ Listens and pays attention

Math-Science Thinking

______ Recognizes colors
______ Recognizes shapes
______ Counts objects ______ to ______
______ Classifies objects ________ by 1 attribute ________ by 2 or more
______ Observes details
______ Perceives differences and similarities

II. SOCIAL AND EMOTIONAL

______ Respects others
______ Works well with others
______ Expresses feelings appropriately
______ Adjusts to routines and rules
______ Cares for self in bathroom
______ Dresses self for outdoor play
______ Enjoys school environment

III. PHYSICAL

Gross Motor

______ Moving (hopping, jumping)
______ Climbing
______ Balancing
______ Spatial Awareness

Fine Motor

______ Manipulating
______ Cutting with Scissors

IV. CREATIVE ARTS

______ Expresses self in visual arts (painting, pasting)

______ Expresses self in music and creative movement

[ ] Please check if additional comments helpful in the transition appear on the reverse side.

______________________	______________________	______________________________
Teacher	Parent	Request form be sent to above-named school

We support the transfer of the above information.

B. CHILD'S STRENGTHS AND NEEDS

Strengths:

Needs:

S-H4

PART III: CHILD/FAMILY OUTCOMES RELATED TO CHILD DEVELOPMENT

Outcome: #

Strategies/Activities:

Person(s) Responsible

Criteria/Timelines:

273

CLASSROOM OBSERVATION FORM

This form is to record observations of future classroom settings, including the routine, physical and social organization of each activity, and the management and instructional strategies of the activity. The front page of the form lists some questions which are to assist in structuring observations. It is suggested that you consider the questions prior to, and after, your actual observations. After completing the observation form, discuss the results with the classroom teacher and compare your observations to the survival skills checklist he or she completed. This will help identify the skills which are critical for participating in a specific classroom.

Per Activity	Observation Questions
Physical Organization	• What is the physical set-up for the activity (e.g., learning center, desk, rug)? • How are materials distributed (e.g., pre-arranged in learning area, child distributes for others, child gets own materials)?
Social Organization	• How are children required/expected to communicate needs and preferences (e.g., raise hand, go to teacher)? • Are children allowed to communicate spontaneously with peers? • What happens if the child finishes an activity early (e.g., has free time, goes to quiet corner to read, moves to another activity)? • Is there an established system for self-care (e.g., pass key, sign out to leave for bathroom, raising hand to get a drink)? • Are children expected to take care of their own needs independently (e.g., zipping, buttoning, tying shoes)?
Management/ Instructional Strategies	• What is the group size for the activity (e.g., small group, large group, individual)? • What is the teacher's role (e.g., provides direct instruction, provides guided instruction)? • What is the child's role (e.g., quiet listener, active response giver, active question asker)? • What type of directions are given most often (e.g., verbal, written)? • Are directions generally repeated spontaneously by the teacher? • How does the teacher elicit understanding of the directions from the children (e.g., asks them to nod, calls on children to repeat directions)? • How are children expected to respond to directions (e.g., begin work, get out materials and wait for a cue) • How are children required/expected to communicate needs and preferences (e.g., raise hand, go to teacher)? • Are children allowed to communicate spontaneously with peers? • How long are children expected to attend during the activity (e.g., circle: 15 minutes)? • What specific skill requirements are necessary for this activity (e.g., asking questions, concentrated listening, recalling information, writing answers)? • What happens if a child behaves inappropriately during the activity (e.g., is reprimanded, is ignored, loses points)? • What happens if the child finishes an activity early (e.g., has free time, goes to quiet corner to read, moves to another activity)? • How does the activity end (e.g., teacher gives prompts; teacher tells them, an external cue, such as a bell, is used, child finishes work)?

S-H5

CLASSROOM OBSERVATION FORM

Classroom Teacher: ______________________ Classroom: ______________

Elementary School ____

Person Completing this Form: _______________ Date Completed: __________

Time	Activity	Observation Notes

LEVEL: STAFF

GOAL: #3 Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will be able to identify family-centered strategies for collaboration.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Ask participant to list ways in which meetings they've attended could have been improved through improved communication. Discuss in large group.		
2. Review the four practices which promote improved communication.	2. Handout (S-H6) *The IFSP Planning Process*	2. Think about how improved communication can show a respect for diversity (e.g., ability, cultural, racial, religious, gender, etc.) in the transition process.

S-H6

THE INDIVIDUAL FAMILY SERVICE PLANNING PROCESS

The Individual Family Service Plan (IFSP) is used to describe, in writing, a planning process between families and professionals that results in identification of desired outcomes for an infant or toddler or the family. Both family resources and strengths as well as the needs of the infant or toddler are described in relation to each identified outcome. The process for developing the written IFSP used at the Family Child Learning Center were developed on the basis of federal requirements (outlined in the above section) as well as philosophical assumptions that have been defined by parents and professionals throughout the country and adopted by the federal IFSP Task Force and NEC*TAS Expert Team (Johnson, McGonigel, & Kauffman, 1989). These assumptions are drawn from the professional work of Ann and Rud Turnbull, Carl Dunst, Rebecca Fewell, Beverly Johnson, Lisbeth Vincent, as well as families of children with disabilities. The FCLC process and written form also conform with the assumptions and principles adopted by the Ohio Early Intervention Interagency Coordinating Council's IFSP Task Force and have been incorporated into Building Family Strengths, a state-wide training program for families about the IFSP that has been developed by parents of children at FCLC.

Included in the philosophical assumptions underlying the IFSP are statements concerning the roles of families and professionals in the IFSP process. Families have the right and ability to make decisions about their children. These include, but are not restricted to choices in services, location of those services, and of the professionals who will be involved with their children and family. Families also have the right to refuse any or all services suggested by professionals. Professionals assume roles that assist families to carry out their decisions including providing families with all the information necessary to make decisions concerning their children and themselves.

The process that results in the completion of the written IFSP document is one where professionals enhance a family's ability to become active planners for their children. The process is both flexible and ongoing. Initial steps include:

1. **Setting up a meeting among families and professionals who are involved with the child and family.**
    a. Families select the meeting time. Meetings are scheduled at a time when both parents may attend, if desired. Other significant family members (e.g., grandparents) or family friends or advocates may be involved, if desired by the family. Arrangements concerning work time for staff may need to be altered to allow meetings during non-traditional working hours. All professionals who are involved with the family and child are present, ideally, at the IFSP meeting, including those professionals who are not employed by the primary early intervention agency. The service coordinator (case manager) is responsible for scheduling the meeting and for ensuring that professionals from all agencies, or their representatives, are present.

    b. Families choose the location for the meeting (e.g., home, center, hospital, agency, school).

    c. Families select those individuals whom they wish to have present at review meetings. Ideally, formal IFSP meetings include representation of all individuals and agencies involved in implementing the IFSP.

    d. Most initial meetings last at least an hour and a half. Some meetings need to be scheduled in two closely spaced sessions in order to clarify and synthesize information.

2. **Allowing family members to speak first at the IFSP meeting after professionals have established that the purpose of the meeting is to develop a plan for services.**

    a. Professionals describe an infant's or toddler's current functioning by asking families to describe their children's current abilities. Thus, families provide information about their children before professionals describe current levels of functioning. Professionals "fill in" descriptions of children's present levels of functioning by providing operational statements of what children are able to do. Test scores or listings of developmental milestone steps are not appropriate descriptions of present levels of functioning nor does this information assist in developing appropriate outcome statements.

    b. Professionals provide a background for families through statements such as "a mother told me yesterday that one thing she would like for her son to be able to do is to go to Sunday school at church. What types of activities is your family interested in having ___________ do?" In ways such as this, professional establish that the IFSP will be based on **family-desired outcomes** for their children, rather than a compilation of goals and objectives from professionals.

3. **Interacting with families in positive ways to seek clarification and ensure that families have expressed all desired outcomes.**

    a. Professionals only establish outcomes when all the outcomes that are important to families have been expressed. Professionally-established outcomes are a focus of early intervention services only after all the outcomes established by families have been addressed.

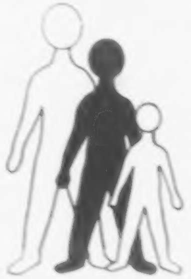
    b. Professionals do not judge the validity or feasibility of outcomes established by families but rather attempt to understand exactly what outcome(s) a family desires. Parents are likely to establish outcomes that relate to children's achievement of independence in typical skills such as walking or talking. Only very well-informed parents may be able to express that they would like their child to talk using an augmentative system or to walk using a walker. When families of children with very severe disabilities request performance of skills that do not appear to be "realistic" for the child, given the degree of disability, professionals need to expand and inform families of the ways in which this outcome may be achieved. For example, if a family of a child who is severely physically disabled establishes walking as an outcome, the professional reshapes this statement by saying something like "It sounds important to you for ______ to be able to get around the house without your help. Walking independently may not be easy for ______ to learn but getting around the house by himself is something we can work on by teaching him to ______, (e.g., use a walker, motorized car, tot-sized wheelchair, etc.)." In this way, professionals respect the content of a family's message without getting tied to the specific way in which that outcome might be obtained. Professionals have knowledge about all the various ways in which desired outcomes may be attained. Families do not typically have this type of knowledge until provided information by professionals.

4. **Establishing that the IFSP is an ongoing process where families have ownership of the plan and its review.**
   1. Professionals, particularly the service coordinator (case manager), check back regularly and informally with families and revise the plan, as needed.
   2. At the Family Child Learning Center, scheduled reviews are held each semester of a child's enrollment (every four months). Part H requires that the IFSP outcomes be formally reviewed and updated at the minimum of every six months and that the IFSP written document is completed on an annual basis. This means describing the child's present level of functioning, reestablishing those services that will be provided, and conducting any assessments necessary to formally review and update the plan.

Source: Family Child Learning Center, Talmadge, OH.

GOAL 4

Transition



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LEVEL: STAFF

GOAL: #4 Be informed of model practices and processes in transition planning.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will learn the characteristics of model transition practices in programs serving young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Show overhead after introducing the concept of outcome-based program evaluation.	1. Transparency (S-T16) *Best Practice Guidelines*	1. Begin by noting that characteristics of model ECE programs are consistent with those of ECSE.
2. Large or small group activity Brainstorm the characteristics of an environment for young children in terms of: – adult interactions with children – space – time – materials – sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.)	2. Reading (S-R8) *An Overview of the Learning Environment*	2. Reading may be used as a reference for leader or as a Handout.
3. Large group activity Discuss how young children with disabilities can benefit from the organization of the environment. Overview four model programs from the *Transition Planning* article.	3. Transparency (S-T17) *Creating a Normalized Environment ...* Handouts (S-H7, 8, and 9) *Transition Planning* *Project TEEM* *Project BEST*	3. This information is geared for special education personnel. Discuss key features of each project. Discuss how each addresses needs of children and families; reflect on whether certain models more successfully facilitate sensitivity to diversity.

BEST PRACTICE GUIDELINES IN EARLY CHILDHOOD EDUCATION: OUTCOME-BASED CHARACTERISTICS

- A variety of outcome measures are used.
- There is ongoing preparation for future settings.
- Curriculum emphasizes skills with present and future utility.
- Transition planning is in place for every child.

Source: McDonnell, A. and Hardman, M. (1988).

AN OVERVIEW OF THE LEARNING ENVIRONMENT

An important aspect of planning a curriculum for young children is the careful preparation of the learning environment. The environment is more than just the physical space. It includes the **adults,** the **space arrangement,** the **time schedule,** and the **materials.** A well-planned environment is responsive to young children's initiations. It gives feedback, poses problems, encourages further exploration, and facilitates the construction of knowledge. It is sensitive to the varying needs, backgrounds, interests, and abilities of the children. The environment serves to manage behavior through organization, type, number, and variety of materials, and the way in which the schedule of the day is constructed. When all components are carefully and coherently designed, the environment *is* the curriculum.

Care-giver characteristics include

- warmth
- sincerity
- compassion
- empathy
- sensitivity to the child's perspective of the world
- respect for self and others
- an understanding of child development
- creativity/flexibility
- an ability to observe and objectively record observations
- an ability to listen
- an ability to reflect upon one's own actions and intentions
- an ability to communicate with others in ways that reflect all of the previous qualities

Learning space should

- encourage independence and exploration
- provide for individual space as well as room for small and large group activities
- allow for a variety of learning activities and centers
- provide varying levels of stimulation to match children's developmental needs
- encourage organizational skills through an ordered environment with storage space
- provide children access to all areas, including children with limited mobility
- give attention to both horizontal (floor, child activity area) and vertical (walls, windows, ceilings) space
- be both functional and attractive
- provide space for quiet, contemplative activity as well as more active social activity
- be safe, free of obstacles, sanitary, and provide clear view of all activities
- provide, when possible, in-class water source, adjacent toileting and handwashing

Time should

- be based on child's developmental level
- be flexible yet predictable
- be paced to group and individual needs
- be balanced between quiet and noisy activity
- provide for continuous learning
- include both individual and group activities
- include planned transition times as important parts of the day
- include activities for the child to choose as well as teacher-facilitated activities
- be divided into blocks long enough for children to become immersed in an activity

Materials should

- be safe, durable, and in good repair
- be of interest to children
- be age appropriate
- be multi-sensory (hearing, seeing, touching, smelling, tasting)
- engage children in active play
- reflect a multicultural, anti-bias curriculum
- be adaptable for individuals with special needs
- be challenging
- be open-ended and flexible (children can operate on, use materials in more than one way)
- be accessible to all
- be varied periodically
- be aesthetically pleasing
- be of sufficient quantity for use by many children

CREATING A NORMALIZED ENVIRONMENT

- independent access to toys by children
- room division by interest centers
- labeling a place for each child's belongings
- use of bright colors
- display of children's creations
- instructional concepts shown on bulletin boards
- respecting privacy (confidentiality by not posting IEP goals, data charts, behavior plans)
- using and storing adaptive equipment in ways that do not call attention
- separate area of room for toileting/diapering

Source: Hanline, M. F., Suchman, S., and Demmerle, C. (1989).

S-H7

TRANSITION PLANNING

Susan A. Fowler

Many children and their families who are served by early intervention programs will make one or more transitions between programs before they enter elementary school. Such changes in placement often are dictated by changes in the child's age or abilities. The transition between programs usually means a shift in teachers and staff; it also may mean changes in program format (e.g., center-based versus home-based), philosophy, curriculum, location, and agency jurisdiction (e.g., health department versus local education agency). The availability of parent services, involvement, or contact may differ, too.

The number of changes produced by the transition to a new program may place children and their families at risk for the loss of appropriate services. For instance, lack of coordination between agencies may delay a child's placement. Differences in eligibility requirements between agencies may leave some children or families unserved. Differences in program curriculum or teaching style may affect a child's adjustment or acquisition of new skills. At a minimum, the changes engendered by a transition will create varying amounts of stress for the family and the child (Johnson, Chandler, Kerns, & Fowler, 1986).

To minimize these risks, careful planning is required at the agency, direct service, and family levels. In fact, concern for such planning is reflected in section H of the amended Education for the Handicapped Act (P.L. 99-457), which calls for the individualized family service plan to contain steps to support the transition of young children and their families from infant and toddler programs to preschool programs.

The following guidelines (Hains, Fowler, & Chandler, in press) are provided to agencies, programs, and families for facilitating transitions between programs:

- *Interagency planning.* Each agency should develop a written transition plan outlining the activities involved in changing placement of a child and family. The plan should contain a suggested timeline for each activity and staff assignment for ensuring completion of each activity. The sending and receiving agencies should communicate and coordinate this plan with one another. After the transition is completed, the agencies should evaluate the quality of the transition from the program's and family's perspective.

- *Program planning.* The sending program staff should obtain basic information regarding the next placement in order to prepare the child and family for the new program. Such information might include the program's philosophy, schedule, routines, curriculum, and skills expectations. Exchange visits between programs are one way to gather this information and make the planning easier. When possible, the sending program should introduce the child to skills that will be needed in the new program as well as new routines. Staff should also prepare the family for differences in the level of family contact or support.

- *Family planning.* Families should have the option to participate in all phases of transition planning and should be provided with the anticipated sequence of activities and a timeline for completing the transition. Families can be encouraged to visit the new placement option and meet with the new staff. Families should be included when the child and family needs are identified and prioritized at the placement conference, and they should participate in any decisions regarding child placement. They can help prepare the child for the transition by taking the child for a visit to the new program, discussing the change, and including skills and routines expected in the new program in their daily home activities.

Promising Programs

In recent years, a number of programs, supported in part through the Handicapped Children's Early Education Program, have developed models for planning and facilitating the transition of young children between programs. Brief descriptions of four current programs follow:

Project BEST

Advance planning and communication between the sending and receiving programs and the home are emphasized in the BEST model (Building Effective School Transitions). A manual includes guidelines and sample formats for (a) developing interagency agreements; (b) communicating between the home and service program; (c) involving families in decision making; (d) constructing a timeline for each child's transition; (e) identifying local agencies for referral; (f) preparing the child for a change of programs; and (g) evaluating the family's and program's satisfaction with the transition process.

A three-part conversation guide, the *Transition Planner*, assists families in identifying and prioritizing child and family needs related to the transition. A skills readiness survey is completed by the sending and receiving teachers to identify similarities and differences in program expectations several months prior to the transition. The materials have been developed and field-tested with children moving from preschool programs to elementary school programs. For further information, contact Tommy Johnson or Robin Hazel, Bureau of Child Research, University of Kansas, Lawrence, KS 66045, 913-864-3050.

Project STEPS

The STEPS model (Sequenced Transition to Education in the Public School) presents a community-wide interagency approach to helping children with handicaps and their families make a successful transition from a preschool program to the least restrictive environment in the public schools at the kindergarten or elementary level. The model was developed among seven diverse preschools working in active collaboration with the public school system. The preschools included specialized preschools for the handicapped, integrated preschool programs, Head Start, and community agencies serving at-risk children.

The project replication manual describes procedures for establishing an interagency group and negotiating and implementing transition timelines and procedures. Sample procedures and forms for this administrative component are provided. Strategies for staff development in the sending and receiving schools are identified. These include training and cross-program visitation. The Helpful Entry Level Skills Checklist is a quick screening device that staff can use to identify social and behavioral skills that help children to be independent and enhance their successful placement. An instructional strategies document correlating to this checklist is also available. The parent involvement component presents a multilevel approach ranging from one-on-one counseling to group training. For further information, contact Peggy Stephens, Child Development Centers of the Bluegrass, 465 Springhill Drive, Lexington, KY 40503, 606-278-0549.

Project TEEM

Project TEEM (Transitioning into the Elementary Education Mainstream) has developed a model that enables school systems to establish and implement a transition planning process. The model is designed to address the concerns expressed by families and professionals regarding entry into the public school, promote the implementation of best practices, and facilitate the transition of all children with handicaps from preschool into the regular kindergarten and elementary school mainstream.

There are two major components of the model. The first component delineates best practices across the following steps: (a) establishing a transition planning team comprised of all key individuals; (b) informing and involving the child's family; (c) preparing the child and local elementary school prior to placement; (d) planning the child's social and educational integration; (e) monitoring and supporting the child's placement; and (f) planning future transitions.

The second component provides guidelines for systems to develop a transition process. Included are guidelines for (a) eliciting system-wide commitment and involvement; (b) developing written procedures that encompass the best practices and promote timely and systematic transitions; and (c) identifying and obtaining the training and resources to establish and support the transition process. For information, contact Michael Conn-Powers, Jane Ross-Allen, or Susan Holburn, Center for Developmental Disabilities, 499C Waterman Building, UVM, Burlington, VT 05405, 802-656-4031.

Interagency Transition Model

The objective of this is to ensure a planned transition for young children with special needs who are moving from one primary service provider to another. The model provides direction to administrators, assessment, and direct service personnel, and parents as they plan and carry out transitions.

The *Troubleshooting Guide* assists model users with identifying problems related to their current transition practices. Completion of this guide results in a prioritized list of issues, which then directs users into the strategy section of the model. Strategies are presented in six issue areas: transfer of records, timing of transition events, awareness of programs, parent involvement, decision-making process, and post-placement communication.

Required actions, guidelines, and necessary forms are included with each strategy. Participating agencies are encouraged to modify strategies and forms to fit their specific needs and existing practices. An evaluation plan assists users with examining overall outcomes as well as the effects of individual strategies. Model procedures have been field-tested and replicated by numerous early intervention programs, school districts, and Head Start programs representing urban, suburban, and rural locales. For additional information, contact Pam Tazioli or Gene Edgar, Experimental Education Unit, WJ-10, C.D.M.R.C., University of Washington, Seattle, WA 98195, 206-543-4011.

Conclusion

The four programs described above provide exemplary practices in planning and coordinating transitions in one or more of the following areas: interagency planning, program planning, and family planning. The sample of four are not the only programs addressing the issue of transitions. Many early intervention programs are developing a transition component to ensure that the gains children make in the preschool transfer and maintain in subsequent school programs.

Transition programming provides children and their families with a bridge between the comfortable and well-known program and the new and often unknown program. The journey can be one of excitement, challenge, and success if programs provide the map and a sound structure for the trip.

References

Hains, A. H., Fowler, S. A., & Chandler, L. K. (in press). Planning school transitions. Family and professional collaboration. *Journal of Division of Early Childhood.*

Johnson, T. E., Chandler, L. K., Kerns, C. M., & Fowler, S. A. (1986). What are parents saying about school transitions? *Journal of the Division of Early Childhood, 22*(1), 10- 17.

Susan A. Fowler (CEC Chapter #665) is Associate Scientist, Bureau of Child Research, University of Kansas, Lawrence.

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PROJECT TEEM

Center for Developmental Disabilities
UVM, Burlington, VT
TEEM OUTREACH, January, 1990

Critical Activities and Timelines for Transition Planning

Critical Activities for Transition Planning	**Timelines**								
	Two Years Prior to Transition			One Year Prior to Transition			Enrolled in Kindergarten		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Families should be provided with information about the school's transition policies and procedures.	—	—	—	—					
Families' goals for their child's transition, the types of information and support needed, and their desired level of participation should be determined as part of the transition process.		—	—	—	—				
Families should be able to receive assistance in obtaining the desired information, support, and opportunities for participation in planning their child's transition.		—	—	—	—	—			
Local elementary school staff should be informed well in advance about children with special needs who will be entering kindergarten.		—	—	—					
Early childhood special education and elementary school staff who will collaborate with the child's family to initiate and coordinate the transition planning process should be identified early in the transition process.		—	—	—					
The child's potential kindergarten classroom placement should be identified early in the transition process.		—	—	—	—	—			
A transition planning team should be established for each child.		—	—	—					
The child's individual transition plan should be developed well in advance of entry into kindergarten.		—	—	—	—				
The school should obtain necessary resources including personnel, instructional materials, and adaptive equipment, and should complete building improvements.		—	—	—	—	—	—	—	
Public school staff should obtain necessary training and technical assistance.		—	—	—	—	—	—	—	

Critical Activities for Transition Planning	Timelines								
	Two Years Prior to Transition			One Year Prior to Transition			Enrolled in Kindergarten		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Skills for enhancing the child's successful participation in the kindergarten classroom and elementary school should be identified.	—	—	—	—					
Teaching and management practices and routines used in the kindergarten classroom should be identified.	—	—	—	—					
The child should be taught the enabling skills and, if appropriate, kindergarten routines and teaching practices should be integrated into the child's preschool program.				—	—	—			
Strategies for promoting the child's participation within each kindergarten and school activity should be determined.						—			
The family and elementary staff should identify the methods they will use to share information once the child is enrolled in kindergarten.						—			
Elementary school staff should monitor the child's participation in the kindergarten classroom and other elementary school settings.							—	—	—
Early childhood special education staff should provide the child, family, and elementary school staff with follow-up support.							—	—	—

TRANSITION PLANNING PACKET

This packet contains forms to help plan for transitions of children with special needs from early childhood programs into the elementary school mainstream. A school or district can use these forms or adapt them to address their unique needs. The forms are grouped according to purpose. The forms used and timelines for use will vary according to the amount and type of transition planning required for each individual child.

Sharing Information About the Child

Early Childhood Student Information Form

This form allows the early childhood staff to summarize the strengths, needs, and learning style of the individual child and share this information with administrators and other planning team members. The form also enables the early childhood staff to list out recommendations for potential needs (e.g., special education services, adaptive physical education) once the child enters the elementary school.

Drafting the Individual Transition Plan

Checklist for the Transition of Individual Students or Individual Transition Plan

Either of these forms can be used to draft the child's individual transition plan. School or district transition procedures can be written onto the Checklist and appropriate ones checked off as they occur for the student. The Individual Transition Plan can be used to list specific activities which must occur around a child's transition prior to, and after, he or she enters the elementary school.

Determining School Accessibility

Assessment of School Environments

This form is a checklist to determine accessibility across school settings and to facilities and equipment. A sending or receiving staff member can assess the physical environment once so that the information is available for planning for all transitions. Information can be kept on file and updated as necessary. The form should be available for review by the early childhood staff, administrators, and a child's individual planning team to determine if any adaptations are necessary before the child enters the school (e.g., building a ramp).

Identifying Skills Critical for Functioning in Future Classroom Settings

It is recommended that the activities on these checklists and observation forms be carried out in the fall of the school year so that the results are based upon skills and routines appropriate for entering kindergarten children.

1. Classroom Survival Skills Checklist

Receiving classroom teachers will complete this checklist. The checklist allows the teacher to indicate which skills he or she feels contribute to a child's successful participation in the kindergarten classroom, i.e., skills that are "important." The receiving classroom teacher is also asked to identify which of the "important" skills are critical for children to have in order to participate successfully.

2. Classroom Observation Form

This form is to record observations made in future classroom settings. The cover page of the form lists questions which the observer(s) (e.g., early childhood staff) can review prior to an observation. The questions provide a structure for looking at the physical and social organization of the classroom routine, and the management and instructional strategies of each activity. The information collected can help the early childhood staff determine how they might modify their own structure and curriculum to reflect some of the practices of the receiving classroom.

3. Survival Skills Checklist and Classroom Observation Follow-up

This form provides a format for the sending staff and receiving classroom teacher to discuss and validate results of the Survival Skills Checklist and Classroom Observation Form. The primary purpose is to agree upon which skills are critical for a child to participate successfully in the receiving classroom. If there is more than one receiving classroom, it is suggested that sending program staff compile a list of the critical skills identified by classroom teachers and list them on the Individual Skill Assessment.

4. Individual Skill Assessment

This form provides a means to determine critical skills which need to be addressed for a specific child during his or her last year in the early childhood program. The critical skills for classroom participation, identified through survival skills checklists, classroom observations, and follow-up meetings, can be listed on the form. The early childhood staff can identify which skills the child has, which are emerging, and, together with the receiving teacher (and possibly other planning team members) identify skills which should be incorporated as goals in the child's Individualized Education Program (IEP) during his or her last year in the early childhood program.

This information collected about the school and classroom environments should be reviewed periodically and updated with the addition of new teachers, and/or if there are significant changes in a specific classroom structure or routine.

Preparing Receiving Personnel

Identification of Training and Technical Assistance Needs

This form enables the transition planning team to specify individual activities (e.g., inservice training for staff, specific consultation with a school bus driver) necessary to prepare receiving school personnel (staff and students) for integrating and educating the child.

Final Placement Planning

The Integration Plan

The Integration Plan facilities, to the maximum extent possible, the child's integration into the daily classroom/school routines and successful adjustment to the new setting. The Integration Plan consists of three parts:

1. Daily Schedule/Activities

This form can be used in the final stage of placement planning. It should specify, for each child, his or her daily schedule or the different activities in the future placement. Team members can then determine, for each school or classroom-related activity, whether any adaptations, additional resources, and/or integration strategies are necessary for the child to participate successfully.

2. Monitoring Plan

This form can be used to check on the child's progress in the new setting. The form also specifies strategies for obtaining information and/or assistance from the former early childhood teacher after the child is enrolled in the local elementary school.

3. Home-School Communication

This form lists suggested strategies for sharing information between families and elementary school staff after the child enters the elementary school.

EARLY CHILDHOOD (EC) CHILD INFORMATION

1. Student: ______________________ Date of Birth: ____________

2. Parents: ______________________ Town: ____________

3. Home School: ______________________

4. Anticipated Teacher: ______________________

5. Year Eligible to Enter Kindergarten: ________

6. Present EC Services: _____ Itinerant _____ Center based _____ Sp./Lang.

_____ OT _____ PT _____ I-Team

7. Comprehensive re-evaluation due by: ____________

8. Child's strengths:

9. Child's needs:

10. Medical information/developmental history:

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11. Child's learning style and behavior management information:

12. Anticipated service needs: Level: (monitoring, consulting, direct service)

_____ Regular Education ______________________________
_____ Special Education ______________________________
_____ Speech/Language ______________________________
_____ Occupational Therapy ______________________________
_____ Physical Therapy ______________________________
_____ I-Team ______________________________
_____ Adaptive P.E. ______________________________
_____ Other ______________________________

13. Anticipated adaptations needed (include physical, personnel, instructional):

CHECKLIST FOR THE TRANSITION OF INDIVIDUAL CHILDREN

Child's Name ______________________

Sending Program ______________________

Receiving Program ______________________

Individual Transition Planning Team:

______________________ ______________________

______________________ ______________________

______________________ ______________________

CHECKLIST FOR THE TRANSITION OF INDIVIDUAL CHILDREN

Procedures	Who	Date Projected	Date Completed	Comments

Procedures	Activities	Individual(s) Responsible	Timeline (when)

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INDIVIDUAL TRANSITION PLAN

Student: ______________________________ Date: ______________

Elementary School: ______________________ Year Entering Elementary School: ________

Individual Transition Planning Team:

______________________ ______________________ ______________________

______________________ ______________________ ______________________

______________________ ______________________ ______________________

Procedures	Activities	Individual(s) Responsible	Timeline (when)

SECTION THREE
Staff Requirements to Implement Transitional Services

The development of a transitional package and related transitional services requires a coordinated and thorough, but not unusual, group effort among all professionals who provide services for children. Below is a list of responsibilities for each professional. Duties should be determined by the actual resources possessed and the child's unique needs.

Role of the Teacher

1. Package development

____ a. Compile information for "General Information" section
    ____ Play preferences
    ____ Learning patterns
    ____ Social history
    ____ Behavior programs
    ____ Reinforcers
    ____ Visual Screening results
    ____ Other
    ____ Current orthopedic concerns
    ____ Birth history
    ____ Medical history
    ____ Medications
    ____ Allergies
    ____ Dental concerns
    ____ Hearing screening results

____ b. Individual Education Plan (IEP) development
    ____ Assessment and prescription for specific areas
    ____ Coordinate objectives recommended to provide transdisciplinary approach
    ____ Implement all approaches, activities, and equipment recommended or provided by all professionals. Evaluate the effectiveness of these and provide feedback to appropriate professionals

____ c. Serve as coordinator for child's individual transitional package

2. Training

____ a. Provide training to parents regarding management, approaches, equipment usage and maintenance, and educational objectives
____ b. Attend and participate in in-service training sessions for receiving school staff(s)
____ c. Provide information regarding behavioral management, cognitive development, social or emotional enhancement, and self-help skills to receiving staff

3. Advocacy

____ a. Provide information to support placement in the least restrictive environment
____ b. Participate in eligibility determination and placement meetings

Role of Therapists

1. Package development

____ Evaluate child's current functioning
____ Recommend activities and approaches for IEP
____ Determine, construct, and order recommended equipment for transitional package
____ Determine activities, management, and equipment to be videotaped or photographed
____ Provide script and captions for videotape or photographs
____ Provide commercial illustrations, handouts, journal articles, and instructions for inclusion in transitional package
____ Evaluate or revise equipment, activities, and management according to feedback

2. Training

- ____ a. In-house (sending agency)
  - ____ Demonstrate management techniques to other professionals involved
  - ____ Provide input to manage incorporation of respective objectives into daily classroom routine
  - ____ Provide information regarding "best practices" to other professionals involved
  - ____ Monitor teacher performance of management techniques and equipment usage
- ____ b. Receiving site
  - ____ Attend and participate in in-service training of receiving school staff(s)
  - ____ Provide additional information upon request

Role of Coordinator

1. Liaison

- ____ a. Professional
  - ____ Establish an advisory board composed of professionals from public schools and community agencies
  - ____ Schedule and attend subcommittee meetings to discuss and design transitional materials
  - ____ Establish initial contacts with all designated public school systems
  - ____ Schedule and attend planning conferences for individual transitional packages
  - ____ Arrange attendance and attend eligibility determination and placement conferences
  - ____ Supervise follow-up interviews and information
- ____ b. Parental
  - ____ Orient parents to transitional program
  - ____ Survey parents about concerns and informational needs before the transition
  - ____ Supervise parent training workshops
  - ____ Coordinate visits of parents and professionals to receiving school sites
  - ____ Supervise follow-up interviews and information

2. Transitional Package Development

- ____ Supervise quality and timeliness of individual package development
- ____ Arrange and supervise videotape and photography sessions
- ____ Supervise transitional package deliveries to receiving school systems
- ____ Coordinate and attend individual in-service sessions at receiving schools
- ____ Supervise handicap awareness materials and resources to be used in public schools

Role of Receiving School(s)

- ____ Provide information regarding resources and needs of involved classroom
- ____ Assist in the design of transitional services through subcommittees, questionnaires, etc.
- ____ Consider sending staff information in eligibility determination and placement conferences
- ____ Participate in in-service sessions, follow-up surveys and comparisons for monitoring transitional services

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SECTION FIVE
Interdisciplinary Approach to Transitional Package Development

The development of an interdisciplinary transitional package requires a coordinated, coherent team effort among all therapists, teachers, and the program coordinator. The following is an outline of the major responsibilities of all parties involved. It is suggested that this outline be used as a springboard for discussion and development by the Transitional Package Subcommittee.

Evaluation

Each professional involved in an individual package will, for his or her respective area:
____ Schedule evaluations of the child's current functioning
____ Document the findings of the above evaluations
____ Submit the evaluation report to the coordinator for that package

Prescription

Upon evaluating a child, the teacher or therapist will, for his or her respective area:
____ Determine basic goals and objectives appropriate for an IEP
____ Submit a list of such goals and objectives to the package's coordinator (see Coordination below)
____ Provide any illustrations appropriate to demonstrate recommended handling or positioning practices
____ Submit a list of all equipment recommended for the transitional package
____ Submit suggested activities, positions, management or "best practices" recommended in the transitional package as appropriate for the videotape

Coordination

All professionals involved in an individual transitional package will, for their respective area:
____ Attend transitional package planning conference(s) to discuss and combine goals, objectives, and approaches for the development of the individual transitional package
____ Submit lists of equipment, audio visual materials, goals, objectives, illustrations, and evaluation reports to the package's coordinator (see above)
____ Discuss possible dates for videotape or photography session
____ Provide handouts, journal articles, general instructions, and other supplementary material that might be needed

Equipment

Each professional involved in an individual transitional package will, for his or her respective area:

____ Design or order the adaptive equipment recommended (this is limited to personal adaptive equipment)
____ Construct, or contract for the construction of, adaptive equipment recommended
____ Arrange a period of time for the child to use the equipment
____ Check for feedback from teacher, therapist, or parents regarding equipment fit and functionality
____ Submit all equipment to the package's coordinator on or by specified target date

Audio Visual Materials

Each professional involved in an individual transitional package will, for his or her respective area:

____ Arrange to be present at the video or photography session at the designated time with all necessary materials and equipment
____ Provide a script for the videotape section
____ Provide suggested captions for all photographs suggested

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PARENT PROGRAM SURVEY QUESTIONNAIRE

1. What topics would you like to learn more about during this school year? (What particular needs do you have in planning for and working with your child? Are there agencies about which you want more information?)

2. To get new information and assistance, would you rather hear speakers, watch videotapes, participate in small group discussions, or have an individual education session?

3. In your opinion, how can our staff be helpful in preparing both you and your child for the transfer into a new educational program? What needs do you have that you would like help with?

4. What time of day and day of the week is most convenient for you to participate in the Parent Training Program?

5. Would you like to have printed material on "working with your child" available? If so, would you rather use a parent library or receive handouts at seminars or information from other community agencies?

PROJECT BEST

Bureau of Child Research
University of Kansas, Lawrence, KS

Preschool Transition Project
Transition Plan

Child: ______________________________

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 19_____/_____ school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: ______________________________

Neighborhood School: ______________________________

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

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Preschool Transition Project
Transition Plan

Child: ______________________________

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten with speech services

Neighborhood School: Utah Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. PTP staff will contact school district to discuss process for getting R.N. speech services.	M. Innocenti	May 15, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

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Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished

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Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. PTP staff will send end-of-year records to school district.	M. Innocenti	May 30, 1987	
3. Parents will contact school principal to discuss R.N.'s placement. Other contacts will be made based on #1 recommendations.	Parents	May 30, 1987	
4. Parents will stay in close contact with teacher during school year. Provide teacher report to teacher if necessary.	Parents	1987/88 School Year	
5. Parents can contact PTP staff for advice if necessary. (Mark Innocenti 750-1234)	Parents	As Needed	

Preschool Transition Project
Transition Plan

Child: ______________________________

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Self-contained

Neighborhood School: West Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. SIP staff will send letter to XYZ school district to introduce F.S. and give recommendations.	M. Innocenti	May 15, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

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Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. SIP staff will send records to school district.	M. Innocenti	May 30, 1987	
3. Parents will contact school district regarding F.S.'s placement.	Parents	May 30. 1987	
4. F.S.'s parents will contact SIP staff to inform of placement.	Parents	Sept. 15, 1987	
5. SIP staff will send teacher records.	M. Innocenti	Sept. 15, 1987	
6. F.S.'s parents may contact SIP staff with questions or other. (Mark Innocenti 750-1234)	Parents	As necessary	

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Preschool Transition Project
Transition Plan

Child: ______________________________

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten

Neighborhood School: Brown Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. U.K. is recommended for enrollment in regular kindergarten at the Brown School. Parents will contact the principal to	Parents	May 30, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
discuss U.K.'s medication needs and classroom placement.			
2. PTP staff will send U.K.'s records to parents for their files.	B. Fiechtl	June 5, 1987	
3. Monitor U.K. through the school year, through the teacher, to keep informed of progress.	Parents	Monthly 1987/88	
4. If speech services are desired, inform U.K.'s teacher for school to do testing.	Parents	If Needed	
5. If you have questions feel free to call Mark Innocenti 750-1234.	Parents	As necessary	

Preschool Transition Project
Transition Plan

Child: J.B.

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten

Neighborhood School: South Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. Provide the parents with J.B.'s reports for their file.	B. Feichtl	June 5, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

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Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. Sign J.B. up for school round-up to get him on school records.	Parents	May 31, 1987	
3. Contact school principal to discuss J.B.'s classroom placement, once school placement is determined.	Parents	Sept. 1987	
4. Talk to kindergarten teacher to discuss J.B. Provide him/her with teacher report from Barbara.	Parents	Sept. 1987	
5. Monitor J.B.'s behavior on consistent basis with J.B.'s teacher.	Parents	1987/1988 School Year	
6. Contact Mark Innocenti if advice needed or problems occur 750-1234.	Parents	1987/1988 School Year	

LEVEL: STAFF

GOAL: #4 Be informed of model practices and processes in transition planning.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will promote the adoption of planning strategies that are in accordance with models in ECSE.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss the model currently in place in each county.		1. Point out positive aspects of current practice. For information on current local county collaborative group contact: Lyla Damopoulos Ohio Department of MR/DD 30 E. Broad Street, Room 1275 Columbus, OH 43215 614/466-7671
2. Large group activity Review "model" transition practices.	2. Handout (S-H10) *Project ENTRANS* packet	2. If length precludes duplication, use as resource for discussion.

S-H10

ENTRANS
TRANSITION EVENTS TIMELINE

Date	Responsibility	
		1. Transition coordinators are identified.
		2. The sending program notifies parents of: a) the transition process, b) the transition coordinators, c) and the transition coordinators' roles.
		3. A specific transition-related goal is included in the child IEP.
		4. The sending program notifies the receiving program about the child to be referred.
		5. The sending program completes an initial child progress summary.
		6. Parents and sending staff meet to share the progress summary and to add information from the parent's perspective.
		7. Transition coordinators share progress summaries and assessment records, and identify additional assessments.
		8. Sending program completes preplacement assessments.
		9. Informal transition conference held to identify potential receiving programs, special services, and child and family needs.
		10. Sending and receiving teachers share information by visiting each other's programs or attending joint meetings.
		11. Parents receive information about a) the potential receiving programs, and b) preparing their child for transition.
		12. Parents visit potential receiving programs.
		13. Formal transition conference held to identify the receiving program.
		14. Parents and child visit the new program and meet with the teacher.
		15. Records are transferred to the receiving program.

________ ________________ 16. Child attends new program.

________ ________________ 17. Parents and new teacher arrange standard times and methods for communication.

________ ________________ 18. Sending and receiving teachers arrange standard times and methods for follow-up contacts.

Adapted and adopted from the Bureau of Child Research, 223 Haworth, The University of Kansas, Lawrence, Kansas 66044.

ENTRANS
INSTRUCTIONAL STRATEGIES FOR INTERVENTION TRANSITION SKILLS ASSESSMENT

CLASSROOM RULES

1. *Follows established class rules.*
    - A. Inform students of class rules both verbally and by posting in a frequently viewed place in the classroom. Reinforce all students who comply with class rules frequently; perhaps as a group discussion at the end of the day.
    - B. Set up occasions for students to follow class rules. Cue student to perform specific rule when appropriate, e.g., student is trying to gain teacher attention by calling out her name, teacher cues "you need to raise your hand" and follows through with a reinforcer or model as needed.
    - C. Discuss the meaning of "rules" and why it is important to have them, i.e., safety, kindness, consideration.
2. *Moves through routine transitions smoothly.*
    - A. Post daily classroom schedule within visual range of students' desk/work area. This may be a picture clock with a pointer that can be moved at the right time. Walk through schedule and activities each morning initially so that students are familiar with classroom routines. Inform students a few minutes before the end of an activity that they have a certain amount of time left before they go on to something else. Reinforce students for completing and/or cleaning up an activity and preparing to begin another.
    - B. Inform students of upcoming change in activity by signaling with a timer, verbally informing of time, pointing out the posted schedule, or by a group song about the current/next activity, i.e., "This is the way we clean up our things," and/or a song about the weather prior to opening calendar time.
    - C. Break large group into small groups by requesting "all children wearing red go to ...." then "all children wearing blue" etc.
3. *Walks rather than runs when indoors.*
    - A. Inform students that they need to walk when indoors and that they can run when outside. Build into your daily schedule a time each day that they are able to run outside or in a gym and point this out to them.
    - B. If student has run indoors, tell them to stop and go back to where they started running, then have them walk instead. Follow through by reinforcing, modeling or providing physical assistance as necessary.
    - C. Using a metronome or music, set two different distinct speeds. Explain that one is an inside/walking speed and one is an outside/running speed. Then play the different speeds and have students walk/run to the speed. Remind them that when inside they always use the inside speed except for during P. E.

4. *Controls voice in classroom.*

    A. Include as one of the classroom rules. Discuss, post visually, and reinforce those students that comply.

    B. Emphasize that they can use an "outdoor" voice when outside or in the gym and need to use an indoor voice while in the classroom, hallway, lunch room, library, etc. Be sure to allow opportunity each day for them to use their outdoor voice in the appropriate place.

    C. Conduct activities that teach discrimination between quiet and loud, and indoor and outdoor voices, such as a song where everyone sings loud, then soft, etc.

5. *Can line up and stay in line.*

    A. Include as one of the classroom rules. Discuss, post visually, and reinforce those students that comply.

    B. Give specific verbal directions during transition from one activity to another following through with consequences individually.

    C. Provide opportunities for groups of students to line up, i.e., movement from one physical setting in classroom or school to the next. Follow through with individual consequences.

    D. Use a string to hold onto when walking from place to place.

6. *Raises hand and/or gets teacher's attention when necessary.*

    A. Include as one of the classroom rules. Discuss, post visually, and reinforce those students that comply.

    B. When student attempts to get your attention, help him through the process, i.e., "When you need my attention you need to raise your hand and wait until I call on you."

    C. Set up the classroom to provide more opportunities for students to need your attention in order to continue their working. Do not anticipate all their needs. Reinforce or model as needed.

7. *Waits appropriately for teacher response to signal (raised hand).*

    A. Include as one of the classroom rules. Discuss, post visually, and reinforce those students that comply.

    B. Cue student "You need to wait until I call on you." Drag it out, e.g., make the student keep waiting after you have acknowledged him for a few minutes. Gradually increase the waiting time.

    C. Provide additional opportunities within the classroom setting for this to occur. Reinforce or model as needed.

8. *Helps with clean up of a group activity when given a direction by an adult to assist with clean up.*

    A. Include as one of the classroom rules. Discuss, post visually, and reinforce those students that comply.

    B. Provide opportunities for this to occur within the classroom setting. Arrange the classroom to allow for child access to materials. Keep this orderly to encourage.

    C. Structure your classroom schedule to provide for a reinforcing group activity to occur once clean up has been conducted and you are ready to go on to the next activity.

9. *Replaces materials and "cleans up" own work space.*
   - A. Include as one of the classroom rules. Discuss, post visually, and reinforce those students that comply.
   - B. Provide opportunities for this to occur within the classroom setting. Arrange the classroom to allow for child access to materials. Keep this orderly to encourage.
   - C. Structure your classroom schedule to provide for an individually reinforcing activity to occur once clean up has been conducted and you are ready to go on to the next activity.

10. *Stays in "own space" for activity.*
    - A. Include as one of the classroom rules. Discuss, post visually, and reinforce those students that comply.
    - B. Promote discrimination between different activities, i.e., working independently at your own desk or work area and being in a group free-play situation where it is appropriate to get closer to someone during play and so forth.
    - C. Use carpet squares or tape to designate each child's space.

WORKSKILLS

1. *Refrains from disturbing or disrupting the activities of others.*
   - A. Include as one of the classroom rules. Discuss, post visually, and reinforce those students that comply.
   - B. Position desks or individual work areas so they're not within student's reach of each other. Reinforce working independently, while gradually moving desks closer together.
   - C. Mark off individual work areas with tape, use carpet squares, placemats, etc. Teach discrimination of yours vs. his toy or materials and reinforce students for keeping hands to self.

2. *Displays appropriate levels of independence, e.g., does not need excessive amounts of supervision to complete simple tasks.*
   - A. Provide opportunities for students to work independently, initially on simple rewarding activities.
   - B. Gradually increase the amount of time between any reinforcement given, i.e., reinforce after one minute of independent work, then increase to two minutes, until finally they only receive reinforcement at the end of a work session. Reinforcement could range from tangible rewards such as stickers to points to social praise.
   - C. Visually monitor independent seat work activities. If student stops working or is distracted, ask them what they were supposed to be doing and then reinforce for getting back on task. If help is needed, ask student to "stop and think," then follow through with assistance as necessary.

3. *Produces work of acceptable quality given his/her skill level.*
   - A. Provide opportunities for students to complete work at their level of expertise. Provide challenging activities yet individualized to their abilities or limitations.
   - B. Display acceptable work on a "good work" bulletin board as a visual reinforcer to students.
   - C. Teach students to check their own work, e.g., "Are *all* the puzzle pieces together?" "Are all the rows completed on the worksheet?", etc.

4. *Asks questions to get information about assigned tasks when did not understand initial instruction.*

   A. Provide opportunities for students to work independently. Initially watch for error then say "Stop and think. What did I say?" Model as necessary.

   B. Eventually leave some information out of instructions to promote needing to ask for more information.

   C. Reinforce students who ask questions and therefore complete a task successfully, in front of the group.

5. *Follows a three-part direction related to task.*

   A. Establish "follow directions" as a classroom rule. Post visually and verbally inform students daily or weekly as needed. Reinforce those students who comply.

   B. Illustrate simple pictures of task steps. Display on chalkboard ledge while giving directions verbally.

   C. Initially expect compliance to one-step commands, then two, then three, asking students to repeat the directions as they perform task or activity. Reinforce as necessary.

6. *Works independently on a developmentally appropriate activity assigned by an adult.*

   A. Provide opportunities for students to work independently, initially on simple rewarding activities. Increase amount of time between teacher/student interactions.

   B. Visually monitor independent seat work activities. If student stops working or is distracted, ask him what he was supposed to be doing and then reinforce for getting back on task. If help is needed, ask student to "stop and think," then follow through with assistance as necessary.

   C. Have materials organized before hand, i.e., all materials needed in one bin so that student can gather quickly and begin working. Make sure student understands materials completely. Walk through each step with him before requesting he do it on his own. Reinforce or model as needed.

7. *Finds materials needed for task.*

   A. Provide opportunities for students to gather their own materials. Initially place all needed materials for a specific task or activity in one bin or location. Cue the student to get his materials and reinforce or model as needed.

   B. Eventually have materials spread out in two, then increasingly more locations, and teach student to gather each material needed. Reinforce or model as needed.

   C. Make a checklist along with the student of what materials are needed for a specific activity and their location. Walk through gathering each material with the student and reinforce at the completion.

8. *Selects and works on a table activity independently.*

   A. Have options of two or more different activities that the student is motivated to work on. Provide him the opportunity to select the one he would like to work on and reinforce for making a choice.

   B. Have materials organized into bins for a variety of table activities to decrease the amount of time needed to begin and complete working.

C. Be sure student understands that he does have a choice. Be specific, i.e., "You can work with the legos or the beads. You choose," rather than just presenting materials in front of him.

9. *Recognizes completion of a task, indicates to adult that he/she is finished, and stops activity.*

   A. Inform students of classroom rule to raise their hand if they need help or when they are finished, both by visually posting in the classroom and by verbally reminding the group daily or weekly.

   B. Point out what steps the task involves and their sequence, emphasizing the last step. Remind student to let you know when he is finished with the last step. Reinforce or model as necessary.

   C. Give students tasks that have obvious visual cues when complete, i.e., a simple worksheet that is complete at the bottom of the page. Reinforce student for stopping and waiting for you to respond.

10. *Works on assigned task for 15 minutes.*

    A. Provide opportunities for independent seat work activities. Reward students who have worked and entire 15 minute session on an assigned task with an upcoming reinforcing task or activity, i.e., free play.

    B. Use a timer to gradually increase the amount of time from one or five minutes to 10 then 15. Use a token system of reinforcement at the completion of each interval which can be turned in for a more powerful reinforcer at the completion of 15 minutes, i.e., three stickers earns them 10 minutes of free play.

    C. Develop activities that would naturally take approximately 15 minutes for that specific student to complete. Natural consequence would be that the task would be completed at the end of 15 minutes.

11. *Self-corrects errors.*

    A. Provide opportunities for student to recognize errors before you step in and point it out to them. Cue them to check their work.

    B. Provide student with materials to self-correct, i.e, eraser, extra paper.

    C. When an error is noticed or recognized, verbally prompt student to think through error, i.e., "What do you need to do?" If no response, "You need to circle all the b's" or "Were you supposed to circle all the better b's or n's?" Model and physically assist then mildly reinforce.

12. *Incorporates acquired skill(s) in new task.*

    A. Provide opportunity for routine tasks or activities to be done daily.

    B. Teach specific skills (cutting, folding) as part of a meaningful sequence, with an end product.

    C. Walk through sequence of a particular task if needed, reinforcing when they recall what comes next. Remind them of skills they will need.

13. *Uses classroom equipment independently, e.g., pencil sharpener, language master.*
    - A. Inform students that when their pencil lead breaks there is a way to fix it, point out its location and model the correct use of it.
    - B. Provide opportunities for the student to use the equipment, rather than providing an unbroken pencil.
    - C. Perhaps at the end of the day a student who enjoys using a particular piece of classroom equipment, e.g., the pencil sharpener, can, as a reward for good work or behavior, sharpen the teacher's pencils.

14. *Use crayons and scissors appropriately without being destructive.*
    - A. Teach students the appropriate way to use crayons (stay on paper/in lines) and scissors (how to hold correctly, only cut paper, keep away from others).
    - B. Provide opportunities for students to work with crayons and scissors in the classroom independently and reinforce, model, or assist as necessary.
    - C. Post completed coloring or cutting activities on a "good work" bulletin board when student used these items without being destructive.

15. *Imitates other children's appropriate behavior.*
    - A. When a child is not following the group have him watch another child and copy what that child is doing.
    - B. Play "Simon Says" or other imitation game.
    - C. Help child discriminate which children to copy.

SELF-MANAGEMENT

1. *Monitors appearance, e.g., keeps nose clean, adjusts clothing, uses napkin.*
    - A. Teach students the appropriate ways to dress, e.g., shirt tucked in, shoes tied, nose wiped, hair clean and combed, zipper up, etc.
    - B. Point out how others are dressed and have student monitor their appearance in a mirror on a specific schedule, i.e., once each hour, after snack, recess, toileting, etc. Bring attention to areas which need attention posting pictures of other children around the classroom and in the bathroom.
    - C. Place mirrors and kleenex boxes within students reach at various locations around the classroom.

2. *Uses public restroom with minimal assistance in the school, a store, or a restaurant.*
    - A. Teach specific related skills in the classroom, i.e., flushing the toilet, washing and drying hands, dressing, then provide opportunities for the student to use these skills outside of the classroom.
    - B. Teach discrimination of boy/girl, men/women, and a variety of universal symbols that various establishments may post on their restroom doors.
    - B. Go on field trips to restaurants and a variety of stores and provide opportunities for the student to use the restroom, initially with an adult and gradually with a visual check only and then independently.

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3. *Comes to an adult when called or signaled by a bell or whistle, and lines up.*

   A. Include as one of classroom rules. Remind students of the procedure before using signal.

   B. Provide opportunities in the classroom by using timers, a whistle, a bell, or a verbal cue, as well as on the playground by the school bell or a whistle.

   C. Role play different situations as a group and reinforce those students who comply. Model or assist as necessary.

4. *Will put on/take off outer clothing within a reasonable amount of time.*

   A. Teach student related skills, i.e., zipping, buttoning, tying and allow him the opportunity to perform these skills on his own clothing, using velcro when appropriate.

   B. Make it a part of the regular classroom routine that each student will remove their own coat or sweater when they arrive and after recess, and to put on coat or sweater before recess and leaving school.

   C. Use a timer to help student become aware of amount of time taken. Use natural contingencies for slow dressers, i.e., "You can go out for recess *if* your coat is put on before the timer goes off."

5. *Eats lunch or snack with minimal assistance.*

   A. Teach student related skills such as choosing between preferred and nonpreferred items, opening a milk carton, using silverware, carrying a lunch tray, throwing garbage away when done.

   B. Provide opportunities for each of these skills to be used in role play situations (set up play areas in classroom, expect skills at snack) as well as in the school cafeteria.

   C. Provide as much assistance as necessary to do each step in sequence of getting, eating, and cleaning up after snack or lunch, then gradually fade your amount of assistance.

6. *Comes into the classroom or house independently from the bus or car.*

   A. Teach students the correct route and sequence for getting off the bus (or out of car), walking the correct direction to the door, opening door, and entering building. Include traffic safety.

   B. Initially only expect the student to get out of seat independently, then gradually expect more in the sequence of activities, especially the distance walked between auto and building.

   C. Model and assist as necessary, reinforcing each step in the process. Set up a reinforcing activity when the student enters school or home. May need to use timer to demonstrate amount of time taken. Reinforce consistently decreased amounts of time taken.

7. *Goes from classroom to bus or car independently.*

   A. Teach students the correct route and sequence for opening door, leaving classrooms, walking the correct direction to the bus or car, getting into the bus or car and sitting down, as well as traffic safety.

   B. Initially only expect the student to open the door and leave the classroom, then gradually expect more in the sequence of activities, especially the distance walked between the classroom and auto.

C. Model and assist a necessary, reinforcing each step in the process. Provide tangible reinforcer (sticker or stamp) when sequence is complete, as needed. May need to use timer to demonstrate amount of time taken. Reinforce consistently decreased amounts of time taken.

8. *Knows way around school and playground.*

   A. Use simple illustrations to show different areas or rooms within the school and on the playground. Label and discuss different activities that occur in these different locations.

   B. Develop individual schedule of activity sequence for a student, noting where within school each activity will occur. Color code the different group areas or hallways (with colored tape) if possible.

   C. Tape sounds while touring the school (kitchen, playground, front office, gym, music room, bathroom, etc.). Have students identify locations from listening to sounds on the tape to help if they're lost in the building.

9. *Responds appropriately to fire drills.*

   A. Discuss fire drill procedures with all students at the beginning of the school year and periodically (once a month).

   B. Invite the local fire chief to your classroom to discuss fire safety and fire drill procedures. Let students hear the fire drill.

   C. Set up role play fire drills so students can practice procedures (lining up, waiting, walking with the group to designated area, waiting for signal to return to classroom, etc.).

10. *Seeks out adult for aid if hurt on the playground or cannot handle a social situation, e.g., fighting.*

    A. Inform students of appropriate person to seek in different situations (recess monitor, etc.). Also teach students about different community helpers, i.e., policeman, fireman, and which situations they can help with.

    B. Role play different situations with the student having an opportunity to play both the person being hurt and the helper.

    C. Talk about feelings and when it's appropriate to cry, yell, etc. Teach student that it's OK to express his feelings. Also teach student to communicate to peer who may have hurt them to "Stop" or "Don't do that," rather than always seeking an adult to intervene.

11. *Follows school rules (outside classroom)*

    A. Develop school rules (walking in hallway, staying in line, or at table in cafeteria, etc.) and inform students of those rules.

    B. Provide opportunities for students to follow school rules and model or correct as necessary.

    C. Discuss various locations around the school and what their rules include and why (safety, quiet so people can work, etc.).

12. *Stays with a group when outdoors according to established school routine.*

    A. Develop a buddy system, assigning perhaps an older student to one or two younger ones. When signaled to come in, or on a class walk inform "buddy" they are responsible for specific students.

B. Be sure students understand boundaries on playground. Use chalk or paint lines to help students visually recognize boundaries.

C. On field trips, or when students are combined with other classes, color code class with arm bands, tags or ribbons. Emphasize safety concerns of getting lost if separated from group and reinforce students for staying with the group, either as a group or individually.

13. *Aware of obvious dangers and avoids them.*

A. Teach students to discriminate between hot/cold, fast/slow, as well as concepts of "no," "don't touch," etc. Discuss examples of situations, i.e., hot fire, fast car, etc.

B. Teach recognition of sight words and symbols for poison, caution, do not enter, walk/don't walk, etc. Discuss and role play different situations when these words or symbols may be helpful and some possible dangers associated with each.

C. Discuss when it is appropriate to say no to an adult or peer, making your own decision about doing something, and when to tell an adult about something that has happened that made him feel "funny" or bad.

14. *Discriminates between edible and inedible items and objects.*

A. When a child puts an edible object in his mouth, use a negative consequence consistently.

B. Contrast edible vs. inedible objects in class discussion.

C. Initially allow child to only manipulate objects which are too large to put in his mouth. Reinforce appropriate manipulation of toy or object and gradually reintroduce smaller objects.

COMMUNICATION

1. *Comes to adult when called.*

A. Provide opportunities for student to respond, i.e., teacher positions self in front of classroom and asks student to come here, or to the chalkboard, etc.

B. Reinforce student with stickers or stamps when he comes to the teacher or set up a reinforcing activity to occur following the student' compliance.

C. Gradually increase the distance between you and the child before giving the cue.

2. *Listens to and follows three-part directions given to a group.*

A. Be sure student understands each specific direction given. Provide opportunities for the student to perform three-part directions, expecting first only compliance with one, then two and finally three directions, reinforcing after each, initially.

B. Design activities which require students to follow a series of directions in order to complete the activity.

C. Teach terms "many," "everyone," "all," etc. so students learn to respond to group cues rather than only individually delivered cues.

3. *Communicate own needs and preferences (food, drink, bathroom).*

A. Do not anticipate a student's needs. Set up situations where he needs an item in order to complete a task, e.g., give him a cup at snack but wait to pour juice into it, creating a situation where he needs to initiate communication before receiving the item.

B. Allow student to make choices between preferred and non-preferred items and activities. Reinforce him for choosing, point out that it's OK to want something different than the other students in the group.

C. Provide student with the skills needed to communicate needs, i.e., if student does not use verbal language, teach gestures or signs.

4. *Refrains from asking irrelevant questions which serve no functional purpose or are not task related.*

   A. Remind student that we are working on a specific task right now and that he needs to wait until we're done before talking about that.

   B. Be sure to follow through with allowing time at the completion of the task to talk individually with the student. Teach discrimination between different times that it is/is not OK to talk.

   C. Ask student "What were we talking about?" or "What are we doing right now?" Model correct answer if needed, pointing out that it is not time to talk about that. Reinforce understanding or recognition.

5. *Stops an activity when given a direction by an adult to "stop."*

   A. Provide timers, bells, or some cue to the group, to signal when to start or stop an activity. Model or assist as necessary and reinforce those that comply.

   B. Establish a classroom schedule that becomes routine to the student. Teach him that when a particular activity is over, a different scheduled activity begins.

   C. If student does not respond to verbal or nonverbal cue to stop, remove his materials and lead him into the next scheduled activity, pointing out that it's time to stop and move on to something different.

6. *Attends to peer who is speaking to large group.*

   A. Build "sharing time" into classroom schedule, where peers have brought something interesting from home or have something interesting to talk about.

   B. For other group activities, have peer hold pictures or objects he is discussing. Gradually fade this extra visual stimulation and have student attend to just peer talking (with no pictures or objects).

   C. Start with one child having a turn and then gradually increase the number of students who talk cooperatively. Ask questions to encourage other students to listen.

7. *Answers questions about self and family (personal information)*

   A. Encourage students to bring in pictures of family members and themselves to share during sharing time, as well as items from home. Other students can ask him questions about these items.

   B. Teach specific skills, i.e., first and last name, address, phone number, using flash cards.

   C. Role play situations where the students would need to use this information, e.g., when lost, when calling 911.

8. *Responds appropriately when comments are directed toward him/her.*
    - A. Provide opportunities for students to respond to adult or peers' questions rather than answering for him.
    - B. Model or role play looking at someone when speaking to him and responding before leaving, or changing topic.
    - C. Model correct answer to question and have student repeat after you. Reinforce for any appropriate response with model provided and eventually independently.

9. *Relates experiences and ideas to others.*
    - A. During sharing time have students recall one thing they did last night or over the weekend and have them tell the other students something about it.
    - B. Build into your classroom routine a time when each student is asked specific questions regarding what they had for breakfast that morning, how they got to school, etc., and write their answers on the chalkboard.
    - C. Provide opportunities for a student to discuss how he liked/felt/what he learned from a story or experience. Encourage speaking to peers and relating his own ideas or version of what happened.
    - D. Tell student before story or film that they are to listen carefully and remember something specific, e.g., the name of the girl's dog, then stop part way through and ask that question. Reinforce all correct answers, perhaps by letting that student turn the next couple of pages in the book.

SOCIAL BEHAVIORS

1. *Uses social conventions: greeting, please and thank you, excuse me, etc.*
    - A. Develop classroom rule that students be "courteous to their classmates," "nice to their friends," or more specifically that they "say please and thank you, etc." Inform students by visually posting in classroom and discussing as a group on a daily or weekly schedule with individual prompts as needed.
    - B. Provide a model to your students, using social conventions naturally and consistently.
    - C. Develop routine situations in and out of the classroom, i.e., all students greet each other prior to beginning morning group time, students bring classroom materials to other students to promote "please and thank you," etc. Model correct use of social conventions when not used spontaneously and correct or reinforce as appropriate.

2. *Complies with teacher directions.*
    - A. When an instructional or environmental cue is delivered (student asked to do something), expect compliance and reinforce either socially and/or with tangible reinforcers if needed. If the student does not comply, follow through with a correction at once, e.g., "Wait, put an X through all the *6's* on your worksheet." Physically prompt or assist student to perform task correctly and then praise him (mildly) for doing it correctly.
    - B. Set up natural contingencies within the classroom routine and follow through with consequences. For example, a cue is given to the group to put away their materials before going out to recess. If a student does not comply, he loses his recess time.

C. Be sure to also make requests that the student is motivated and capable of complying to, so that he receives a larger ratio of positive consequences than he does negative ones.

D. Make reasonable requests, ones that you are willing to follow-up with actions.

3. *Separates from parents and accepts school personnel.*

A. When possible, allow student to observe/spend time in classroom prior to enrollment.

B. Reinforce not crying, etc. by a token system on an individual schedule of reinforcement, allowing student to turn tokens in for more powerful reinforcer at the end of the day or week.

C. Encourage student to find a friend in the classroom, as well as becoming familiar with toys, materials, schedule and routine. Also, do not pamper or encourage crying but rather redirect student to an activity or other student.

4. *Follows specified rules of games and/or class activities.*

A. Be sure students are made aware of rules and what they mean. Also discuss why they are important, i.e., safety, consideration, fairness, etc.

B. Emphasize established school or classroom rules that are posted in group areas and relate game and activity rules to these.

C. Develop and plan simple games with only one or two rules and reinforce students who comply to these rules while playing games or while involved in specific classroom activities.

5. *Makes choice between preferred items or activities.*

A. Allow student opportunities to make choices on their own. Present options during free time as well as during group by presenting two or more activities and allowing student to make choice of preferred activity.

B. Initially limit choices to one of two items or activities so student discriminates either/or.

C. Reinforce decision and choice making and follow through with natural contingencies whenever possible, i.e., if student changes mind once involved in chosen activity, follow through with initial choice and later offer him the choice again.

6. *Initiates interaction with peers and adults.*

A. Set up situations in the classroom, lunchroom, recess, etc. which promote peer interactions, i.e., cooperative play, sharing of work materials, etc.

B. Involve students in games and movement activities that require verbal interactions to be made in order for game to progress.

C. Structure classroom setting and activities to facilitate student interactions by requiring them in order to get needs met, e.g., at snack place empty cup in front of student and wait for them to initiate asking for milk or juice, rather than always anticipating and meeting needs.

7. *Plays cooperatively.*

A. Provide opportunities for students to play together in structured activities that require cooperation, i.e., sharing crayons, dress up clothes, blocks, etc.

B. Model appropriate and fun sharing activities, i.e., two people both playing with blocks can build something bigger and faster and perhaps more creatively.

C. Structure role play activities which have specific roles for each student, i.e., "You be the mommy and she'll be the baby" or "You be the policeman and he'll be the lost child."

8. *Respects others and their property.*

A. Develop as a classroom rule, post visually around the classroom, and verbally inform students as a group daily or weekly, with individual reminders as needed.

B. Discuss each student's personal belongings in the classroom, i.e., Johnny's coat, desk, pencil, file folder, chair, crayons, scissors, as well as clothes he's wearing, glasses, etc. and why they belong to him. Discuss why certain things in the classroom belong to everyone and can be shared, while others belong to certain students.

C. Label items with owner's name. If a student attempts to use item, point out name on label and redirect him to his own personal belongings.

9. *Defends self.*

A. Teach students that it's OK to say no to a friend or relative or someone they don't know, if that person is asking or making them do something that they don't want to do.

B. Inform students of people that can help them, i.e., policeman, teacher, parent, another student. Role play situations ranging from being hit or verbally abused on the playground to being grabbed by a stranger and discuss who they might seek and what they would say to helper.

C. Teach child to say no or stop to another student who is hurting them without always seek an adult to assist. Discuss possibilities that sometimes there will be no adult around and they'll have to stop the other child on their own. Set up situations where two children want to play with the same toy and observe. If grabbing or hitting occurs and the victim seeks you, redirect him to "Say no. That's mine. Give it back, please."

10. *Expresses emotions and feelings appropriately.*

A. During group instruction present pictures, stories, puppets, etc. that display a variety of emotions and discuss how it is OK to feel these different feelings and it's OK to tell your friends and family about them.

B. Role play different situations that may make you feel a certain emotion. Have students practice making different facial expressions and body movements and have other students guess which feeling they're expressing and something that might make them feel that way.

C. When a student is expressing a true emotion, acknowledge it and take time to sit aside to discuss what they are feeling and what made them feel that way. A natural reinforcer for a student who has expressed a feeling to someone is recognition and comfort.

11. *Responds positively to social recognition and reinforcement.*

A. Build into school schedule a routine for students to greet each other each morning and to respond to greeting received.

B. When given a compliment by another student or adult, encourage and model if necessary for the student to respond by saying thank you and looking at the person.

C. Role play giving compliments and have students practice responding appropriately. Create a reinforcing environment in the classroom where natural, genuine compliments are often given regarding work performed as well as individual dress or thought expressed. Allow opportunities for student to also receive tangible reinforcers in front of a group, i.e., class awards, posted work on "good work" bulletin board, etc.

12. *Interacts appropriately at a snack or lunch table.*

A. Set up situations where the student is required to interact with peer or adult in order to get something he desires, i.e., "pass the crackers please."

B. Emphasize class rules of using an inside voice, keeping hands to self, staying at your seat during group, as well as specific mealtime rules, i.e., chew with your mouth closed, don't talk with your mouth full, etc. Reinforce or model and assist when necessary.

C. Generate appropriate mealtime conversations and encourage students to talk to their neighbors or person across from them yet not directly to person sitting three chairs down on their side.

13. *Expresses affection toward other children and adults in an appropriate manner, e.g., is not overly affectionate by hugging, kissing, touching.*

A. Develop as a classroom rule that all students and adults will greet each other when they arrive at school or when starting morning group time, by saying hi or hello and perhaps hugging each other. Then emphasize that they've all said hello to each other and now it is time to start school.

B. When occasions arise where a student hugs or kisses another later in the day remind them that they've already said hello and now it's time to work/play. Be careful not to discourage genuine spontaneous expression of happiness, etc., however. Be sensitive to other student's reaction. If offended or uninterested redirect student to a different activity or action.

C. Teach and role play different situations during group time when it is appropriate to show affection and to whom. Help student discriminate between showing affection towards a good friend or a family member vs. a stranger who enters the classroom or a student they barely know on the playground. Reinforce appropriate expression of emotions to appropriate people and point out why it was appropriate, e.g., "You are proud of the good work your friend Sally did so give her a little hug. That was nice."

14. *Uses appropriate degree of cooperation with other children in order to get his/her way, e.g., is not overly manipulative.*

A. Encourage cooperation of students by setting up games and activities where completion depends upon the cooperation of a peer. Reinforce cooperative play.

B. Monitor play or other classroom activities which involve cooperation and reinforce those students who do cooperate. Model or assist those students who do not.

C. Use an individualized schedule of reinforcement to periodically reinforce the student for working nicely, quiet hands, etc.

15. *Refrains from self-abusive behavior, e.g., biting, cutting or bruising self, head banging.*

16. *Refrains from physically aggressive behavior toward others, e.g., hitting, biting, shoving.*
    - A. Develop as classroom rule(s), visually post in group areas and verbally inform daily or weekly with individual prompts as necessary.
    - B. Remove student from situation or group for an individually determined amount of time so he can calm down and also miss out on ongoing activity for a short period of time (time out). Be sure the student's learning environment is reinforcing to him so that he perceives time out as a negative consequence.
    - C. Within group time, discuss various feelings and emotions and appropriate ways of expressing them, i.e., a student grabs a toy or material from another student. Rather than that student hitting him, it is appropriate to say "That's mine. Give it back." Model and reinforce appropriate ways of expressing anger, frustration, etc.

17. *Uses language which is not obscene.*
    - A. Provide appropriate role models and both use and discuss alternative phrases when angry or upset, i.e., "darn," "fiddlesticks," etc.
    - B. Ignore obscene language and encourage other students to also ignore it, so the student is not receiving any attention for using it.
    - C. Reinforce all appropriate use of language when student is angry or upset, as well as periodically throughout day for "talking nicely."

18. *Uses outdoor equipment in a developmentally appropriate manner during unstructured activities with limited (1:30) adult supervision.*
    - A. Discuss appropriate ways to climb and use slide, jungle gym, swings, etc. by showing storybooks of children playing and pointing out correct use of equipment.
    - B. Help student learn to discriminate high/low, fast/slow, up/down, start/stop. Discuss reasons for playing appropriately on equipment, i.e., possible safety hazards, sharing, taking turns.
    - C. Provide opportunities for students to use a variety of outdoor equipment during closely monitored situations. Model or reinforce as needed. Gradually decrease the amount of supervision to include only periodic visual checks and reminders.

S-H10

PROJECT ENTRANS
Transition Skills Assessment I

Child's Name ______________________ Date ______________________

School ______________________ Recorder ______________________

Type Classroom ______________________

Classroom Rules	no	incon-sistent	yes	Comments
1. Follows established class rules.				
2. Moves through routine transitions smoothly.				
3. Walks rather than runs when indoors.				
4. Controls voice in classroom.				
5. Can "line up" and stay in line.				
6. Raises hand and/or gets teachers attention when necessary.				
7. Waits appropriately for teacher response to signal (raise hand).				
8. Helps with clean up of a group activity when given a direction by an adult to assist with clean up.				
9. Replaces materials and "cleans up" own workspace.				
10. Stays in "own space" for activity.				

Workskills				
1. Refrains from disturbing or disrupting the activities of others.				
2. Displays appropriate levels of independence, e.g., does not need excessive amounts of supervision to complete simple tasks.				
3. Produces work of acceptable quality given her/his skill level.				
4. Asks questions to get information about assigned task when did not understand initial instructions.				
5. Follows a three-part direction related to task.				
6. Works independently on a developmentally appropriate activity assigned by an adult.				
7. Finds materials needed for task.				
8. Selects and works on a table activity independently.				
9. Recognizes completion of a task, indicates to adult that he/she is finished and stops activity.				
10. Works on assigned task for 15 minutes.				
11. Self-corrects errors.				
12. Recalls and completes task demonstrated previously.				
13. Uses classroom equipment independently, e.g., pencil sharpener, language master.				
14. Uses crayons and scissors appropriately without being destructive.				

Self-Management				
1. Monitors appearance, e.g., keeps nose clean, adjusts clothing, uses napkin.				
2. Locates and uses a public restroom with minimal assistance in the school, a store, or a restaurant.				
3. Comes to an adult when called or signaled by a bell or whistle, and lines up.				
4. Will put on/take off outer clothing within a reasonable amount of time.				
5. Eats lunch or snack with minimal assistance.				
6. Comes into the classroom or house independently from the bus or car.				
7. Goes from classroom to bus or car independently.				
8. Knows way around school and playground.				
9. Responds appropriately to fire drills.				
10. Seeks out adult for aid if hurt on the playground or cannot handle a social situation, e.g., fighting.				
11. Follows school rules (outside classroom).				
12. Stays with a group when outdoors according to established school routine.				
13. Aware of obvious dangers and avoids them.				

Communication				
1. Comes to an adult when called.				
2. Listens to and follows three-part directions given to a group.				
3. Communicates own needs and preferences (food, drink, bathroom).				
4. Refrains from asking irrelevant questions which serve no functional purpose or are not task related.				
5. Stops an activity when given a direction by an adult to "stop."				
6. Attends to peer who is speaking to large group.				
7. Answers questions about self and family (personal information).				
8. Responds appropriately when comments are directed to him/her.				
9. Answers questions about stories, films, etc.				
10. Relates experiences and ideas to others.				

S-H10

Social Behaviors				
1. Uses social conventions: greetings, please and thank you, excuse me, etc.				
2. Complies with teacher commands.				
3. Separates from parents and accepts school personnel.				
4. Follows specified rules of games and/or class activities.				
5. Makes choice between preferred items or activities.				
6. Initiates interaction with peers and adults.				
7. Plays cooperatively.				
8. Respects others and their property.				
9. Defends self.				
10. Expresses emotions and feelings appropriately.				
11. Responds positively to social recognition and reinforcement.				
12. Interacts appropriately at a snack or lunch table.				
13. Expresses affection toward other children and adults in an appropriate manner, e.g., is not overly affectionate by hugging, kissing, touching.				
14. Uses appropriate degree of cooperation with other children in order to get his/her way, e.g., is not overly manipulative.				
15. Refrains from self-abusive behavior, e.g., biting, cutting or bruising self, head banging.				
16. Refrains from physically aggressive behavior towards others, e.g., hitting, biting, shoving.				
17. Uses language which is not obscene.				
18. Discriminates between edible and non-edible toys and objects.				
19. Uses outdoor equipment in a developmentally appropriate manner during unstructured activities with limited (1:30) adult supervision.				

APPENDIX S

Transition Guidelines for Staff

PURPOSE:	The purpose of this strategy is to prepare staff to help parents and children with moving to a new program. Transition Guidelines For Staff describe common experiences and concrete suggestions for assisting with each experience. Transition Guidelines also make sending and receiving staff aware of how their counterparts in other agencies may feel about children moving between programs.
PROCEDURE:	In-service meetings are conducted, either jointly with other agencies or separately. The problems listed on the Transition Guidelines form are intended to stimulate discussion at the inservice. Staff break into small groups and generate solutions to the problems provided. The small groups are followed by a large group discussion. At this time the *solutions* provided on the Transition Guidelines form can be shared.

S-H10

PROJECT ENTRANS
TRANSITION GUIDELINES FOR STAFF

The **Transition Guidelines** will help you help children and their parents with the transition into the new program. The left-hand column consists of common transition problems parents and staff have had. The right-hand column has been filled in with suggestions written by other staff and parents who have gone through transition. Advance planning for transitions helps make the changes smoother for everyone concerned — the child, parents, and staff. **Transition Guidelines for Parents** are also available.

COMMON EXPERIENCE	POSSIBLE SOLUTIONS
1. As a "sending" staff member, the transition of children and their families may be difficult for you. You have invested time, care, and thought in the child and his/her family. It is hard to "let go," particularly when you do not have much information about the new program.	Get to know the new programs and staff where you are referring families. Visit the programs and talk with the staff to gain confidence in their expertise and philosophies. Hold transition conferences with the new staff and parents. It is important to have an understanding of the array of services available to children and families. Talk to parents about your feelings related to the transition. Talk to parents about the new program. Let parents know that you are interested and would like to hear from them. Help parents become advocates for their children and themselves so that you will feel confident that they can succeed without your assistance. Alert other agencies who are serving the child about the upcoming transition. Knowing that you have done your best to help with the transition will ease your anxiety about the process. Encourage parents to have realistic expectations about both their child and the new program. Assign a transition case manager or transition team leader to work with the families and with the new program. Give the new staff clear information regarding the child's skill levels and needs. If you know that the new teacher has this information, then you will have more peace of mind. Sometimes a closure event like a graduation party can help everyone feel positive and optimistic about the change.

COMMON EXPERIENCE	POSSIBLE SOLUTIONS
	After the child has entered the new program, check back with the new teacher for any follow-up information that is needed.
2. A change in the service delivery model is frequently one of the most difficult adjustments for parents. Parents are most comfortable with the services and staff that they know. Parents who have regularly participated in their child's center-based or home-based program often miss the active involvement with their child's program and with the staff. Parents from center-based programs with regular parent participation also feel the loss of support they received from other parents. A change in related service delivery from individual physical therapy or language therapy to group therapy or classroom consultation is often distressing to parents. Parents need help as they try to establish a new role in their child's program, and accept the new program.	Begin planning early for the transition. Assure the parent that change does not mean regression. As long as the child makes progress they should accept the new program. Arrange for the parents to talk with new staff about the service delivery mode. It is appropriate for the sending staff to remain actively involved for a time, decreasing as the child matures and the parent is comfortable with the new setting. Plan for formal transition conferences between the present teacher, parents and the new program's staff.
3. There is often an honest professional disagreement on the type of therapy or curriculum of instructional procedures to use with a child. Rather than putting the parents in the middle of an unresolvable professional debate, the staffs of both sending and receiving programs need to resolve these differences before the parent is included in the meeting.	Staff use outcome statements rather than strategies for achieving the outcome(s).
4. Parents often find it difficult to deal with an increase in program length and frequency. This is particularly true for parents of three-year-olds. A longer program day means less time for the parents to spend with their children.	Be supportive of parents' feelings about the change. Remind parents that it is okay to take a day off occasionally to be with the child, or to pick the child up early for extra time together. Observe the new program with parents, when possible.
5. Parents are anxious to receive details about their child's program and feel ill-at-ease until their questions are answered. Initial concerns include: the date school begins, how to arrange for transportation, the program's hours, what to do if the child is ill, what is the teacher's name. Once the new program	Encourage parents to get answers to their questions. Once they have the answers, the worrying can stop. Arrange for a meeting, telephone conference, or parent orientation between parents and the new staff before the new program begins.

COMMON EXPERIENCE	POSSIBLE SOLUTIONS
begins, parents want to know when their child's program, and when the Individualized Education Plan (IEP) conference will be held.	It is important to give parents the information needed without overwhelming them. Give parents information in a timely manner. Provide written information to parents about the new program. Giving parents a handbook or fact sheet before school starts can help ease parents' anxiety.
6. As a receiver, you want to fulfill the parents' expectations. The transition can be an anxious time for both you and the parents as you get to know their child. With each child's parents, you will build a new partnership that takes mutual trust, respect, humor, understanding and, most of all, time.	It is important to establish an open, ongoing communication with parents before the new program begins. Meet with parents before the child comes to the program. A home visit before the child enters new program gives the receiving teacher an opportunity to answer parents' questions in a comfortable setting and to see the child in his/her own home. The home visit makes the parent and the child feel very special. Encourage parents to observe the new program before their child begins. Both receiving and sending staffs need to have a good understanding of each others' programs in order to be supportive of each other. A telephone call to the past program can get you answers to questions about the child, the services he/she received, and parents' expectations for the new program. Conduct an orientation for the parents and child where they can meet the new staff including the principal and observe the new program.
7. The first few weeks of the transition are often the most difficult for parents and new staff. As a receiver, it is frustrating not to have time to talk to parents except for brief moments. You may feel overwhelmed by the many questions parents have. Frequently, parents feel left out and confused.	Hold a staffing with parents before the child enters the program, to describe services, meet the new teacher and to answer questions. Encourage parents to visit the program. Establish daily communication with parents (e.g., notes, telephone calls, "homework" activities, and sending artwork home). Periodically take polaroid pictures of the classroom to send home in order to tell what the child is doing during the day. Introduce new parents to parents already in the program.

COMMON EXPERIENCE	POSSIBLE SOLUTIONS
8. One source of conflict between receivers and parents or senders is when the child's records will be reviewed and the degree to which they will be used by the receiving staff.	
A. As a receiver, you may feel that you first need to get to know a child before receiving his/her records. Time, length, and the content of the records may be other factors.	Take time to communicate with the former staff in order to understand the child. Sometimes diagnoses and labels need to be interpreted for a given program due to varied definitions of these. It is helpful to have school district administrators stress to their staff the value of previous records. Make your expectations about needed information clear to the sender. Explain what types of information will be most helpful.
B. As a sender, you are concerned about the continuity in the child's program. You expect that the records will be carefully received and used for the benefit of the child and the new staff. A child with medical and physical involvement may be of particular concern. You may feel frustrated and perhaps angry when you find that the records have not been used.	Simplify final evaluation reports to make them easier to read. Practice selective transfer of information. Transfer records in a timely manner. A personal letter that includes essential points about a child can be helpful. Include medical information, feeding guidance, child's personality, recent assessments, etc. Send a questionnaire asking receivers if they received the information they needed.
C. Parents are deeply concerned when new staff do not read the records that contain important information about their child. New staff often ask parents detailed information that is contained in the records. Reassessment on the same tools within a brief period of time is seen by parents as a waste of their child's valuable program time.	Explore the possibility of having parents transfer their child's records to the new program and discussing them with the new staff. Records should also be transferred directly to the new program.

COMMON EXPERIENCE	POSSIBLE SOLUTIONS
9. Parents whose children have a difficult time adjusting to the new program become frustrated. It is upsetting to parents when their child appears to lose skills both at school and at home during the adjustment period. It is important that parents are aware of this common lapse in skills and behavior so that they know what to expect. There are individual differences in adjusting both in children and parents. Some parents whose children are making an easy transition have a very difficult time adjusting to the change and, therefore, need extra support and reassurance.	Assure parents that all children need time to adjust, no matter what the situation. It is helpful for parents to hear this from someone with whom they are comfortable. The sending staff should let the children know that soon they will have new friends and a new teacher. Talk about the changes. Answer the children's questions. Senders should provide a packet of information from the new program to let parents know what to expect from the school and what might happen. It is important to recognize that adjustments to change are often difficult for everyone. Time, trust, security, and progress are key factors.

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LEVEL: STAFF

GOAL: #4 Be informed of model practices and processes in transition planning.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will promote the adoption of planning strategies that are in accordance with models in ECSE.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss article.	1. Handout (S-H11) *Marisa Goes Mainstream*	1. Relate discussion to previous points made about resources, etc. Note how varied program philosophies might influence the transition process (e.g., movement into a kindergarten program that does not follow developmentally appropriate practice).

MARISA GOES MAINSTREAM
Providing Support and Structure for Learning

(The following describes important practices and considerations in integrating a child with a handicapping condition into a developmentally based preschool program. "Marisa," her teachers, parents, therapists, and classmates are a composite rather than the "ideal" people depicted here.)

We had just completed our planning for the first day of class for our new group of four-year-olds. Equipment was arranged and materials were set out neatly on their child-sized shelves; name tags for each child were completed; the schedule for the day was prepared; and materials for our planned activities were waiting. When the phone rang, I was surprised to find our social services coordinator calling to tell us that he had enrolled another child — Marisa.

"Marisa has some special needs," he told me, "and she'll be coming to your classroom three mornings a week. The other days she'll be attending the early childhood special education program at Target School."

"A handicapped child?" I asked. "What will we be able to do for her?"

"Marisa needs a good developmental program with children who are functioning normally. She needs a program that will reinforce and generalize the skills she'll be learning in her school program and she needs opportunities to learn language and social skills. Face it! Your classroom is the *best* place she could be!"

Though grateful for the compliment, I felt pretty unsure about what Marisa would gain from being with our group of four-year-olds and very uncertain that our philosophy and teaching methods would have anything to offer her. Here's what we learned.

It Isn't Necessary to Compromise Your Developmental Approach

Our classroom has always been a place where children were actively involved in learning. Exploration is encouraged, and a variety of materials are provided for children to touch, move, build, transform, or talk about. We believe that we have to address the "whole" child, so materials and activities that we use typically integrate a variety of skills in different developmental areas.

We also believe that teachers of young children should be "facilitators" rather than instructors. Formally structured learning activities had always been limited and we opted for teaching within the activities that children chose for themselves.

We discovered that, within our group of four-year-olds there was a developmental range of about 15 months. In addition, there was a wide range of skills in self-help, interaction and social skills, and independence in structuring learning activities. Some children simply needed more structure than others to get the maximum benefit from our program. We discovered that by focusing on children's developmental needs, we were able to provide the kind of structure and support needed on an individual basis. This was true for Marisa as well. Her requirement for some direct teaching didn't mean that we had to restructure our program to provide the same activities for everyone.

Gather as Much Information as Possible

From Marisa's parents I learned that she is developmentally delayed, has mild cerebral palsy, has had some heart surgery, and is of short stature for her age. I learned that she is not yet toilet trained, does not dress herself, and does not play well alone. I also learned about a great many things that Marisa *can* do and how her parents get her to do them — what they say to her or cues that they give her as reminders. I learned about her speech patterns and how she communicates with others.

When I went to Marisa's school to talk with her special education teacher I discovered that his information confirmed what Marisa's parents had said about her skills and her needs. According to Mr. Bartley, Marisa was functioning at about a two-year-old level overall with her major problems occurring in gross and fine motor skills and language. From the speech, physical, and occupational therapists who work with Marisa I learned more detail about their goals, strategies they had devised for helping her to learn, and, most important — their schedules.

We decided to do our own assessment of Marisa's needs. We wanted to see how she used her skills in our setting. By observing her, initially for several days to get a baseline idea about how she functions, and, eventually on a regular basis throughout the year, we discerned some interesting — and helpful — things about how she worked, learned, and interacted. For example, we discovered that Marisa would approach and watch a group of children but not attempt to join in. Maybe she didn't know how. We also noted that while she watched closely when we did fingerplays or songs, she didn't participate. She followed simple directions well, usually with some prompting if it was something out of the routine.

Structure Learning into Routines, the Environment, and Materials

A predictable daily routine is important for all young children. For Marisa we were able to use that routine to help her expand her ability to follow directions. Opportunities to observe the other children in daily routine activities such as hand-washing, meal routines, and getting settled for circle times provided models for participating in those activities.

We provided structure in the environment as well. Marisa tires easily, so we created a quiet space with pillows and soft animals and a few interesting toys where she can go to gather her energy. Because she is not good at monitoring herself, we try to be aware of when she needs restoring so that we can take her there or we try to find another child in need of some quiet play and suggest that he or she play a quiet game with Marisa in the "Soft Spot."

Children who are experiencing delays often have difficulty organizing themselves. We found this to be true with Marisa. To help her we discovered that we needed to make certain that the classroom was organized. This meant keeping shelves and materials neat and limiting the amount of materials available to her. Because of her developmental level, the materials that interested or were appropriate for Marisa were sometimes different from those used by the other children. We made certain that these were easily accessible to her by putting them on the lowest shelves where she could find and reach them. She soon learned to find the toys she wanted.

Adapt the Environment and Materials

Because we wanted Marisa to be an important participant in all activities and because we decided to expect similar behavior from her in participating — with support — we adapted a variety of things so that she could "do" for herself.

Marisa's size made it difficult for her to reach the coat hook and the shelf in her cubby. Although at the beginning of the year she was unable to hang up her own coat, we nevertheless thought it important to make that skill possible for her so we cut out the shelf in our commercially made cubby, installed a new one — with a coat hook — a few inches lower, and, with some assistance, then some prompting, and finally, independently, Marisa could hang her coat.

Marisa's difficulties with fine motor skills made meal times a problem for her. Although she was able to feed herself, she had difficulty controlling her utensils to pick up food from her plate. Sometimes her efforts would make the plate move too. We solved that by purchasing (very cheaply) a plate with a strong suction cup on the bottom and with a curved edge at the back to keep the food on the plate.

We found that many of the materials that our four-year-olds were using were not appropriate for Marisa because of differing levels of difficulty or because of her motor problems. We purchased some new materials that were of more interest to Marisa as well as some items that were more suitable for her skills such as simple formboards and puzzles with knobs, large pegs, and a pegboard with big holes and soft toys that she could easily grasp. Often, however, she was as interested in the materials the other children were using but she used them in her own way. While other children were beginning to design elaborate structures with blocks, for example, Marisa was quite content to take blocks off the shelf — and put them back again. Both activities provided valuable and appropriate learning for the children involved.

The physical therapist from the school came one day to talk with us about Marisa's program. From her we learned that proper positioning is important in learning motor skills. Because Marisa is so small her feet dangle when she sits in a child-sized chair, the therapist suggested adding a foot rest to a chair. And that's what we did! Marisa was able to climb up into the chair and sit with her feet on the rest. This improved her ability to do any activities that needed to occur at a table because she no longer had to focus on keeping her balance in the chair and she was positioned better to use her arms and hands.

A major adaptation we had to make was a provision for diapering. We felt strongly that changing diapers was a private affair and not something to be done in the midst of play activities. We also discovered early that hygiene was an issue and that diapering time could be a learning time for Marisa. A parent donated an old changing table and, with a bright new vinyl covered pad, we had a diapering place. We put the table in the bathroom because — well — it's the natural place, and there was water there for washing hands — ours and Marisa's — and for washing the cover after each use. We stored all of her supplies on a simple bracket shelf above the table out of the reach and sight of the other children. Some interesting toys were rotated from the classroom or storage onto the shelves below. Before lifting Marisa to the table, she would pick a toy and we would talk about the toy and its possibilities during the diapering and clean up.

We didn't need to change nearly as much as we thought we would. The changes and adaptations we did make were primarily important in enabling Marisa to begin to be independent.

Integrate Special Education Techniques

Mr. Bartley, Marisa's special education teacher, taught us some great techniques to use to both support Marisa as well as increase her learning in all developmental areas.

We soon found out that "prescriptive teaching" did not have to occur in a 1:1 isolated setting. We could develop plans for Marisa's skill and concept development and use them where she was playing. For example, one of Marisa's cognitive objectives was to begin to identify one color. If she was working with a formboard it was easy to provide some "direct instruction" by pointing out the color ("This piece is red."), asking her to show you the color ("Show me red."), assisting her to point to or pick up the red one, and reinforcing her efforts ("That's red!"). This same activity transferred easily into working with other toys she was interested in — small cars, the dishes in the dramatic play area, and using crayons. We discovered that we were able to support Marisa's acquisition of many new skills by this method.

"Task analysis" was another wonderful new technique and was particularly effective in helping Marisa learn self-help skills. We wanted Marisa to learn to put her coat on and take it off independently, so we broke the task down into small steps (takes coat off hook, arranges on floor, puts arms in sleeves, puts arms over head, etc.), observed to see what she could do independently, and used "physical assistance" to help her through the hard part, "verbal cues" to remind her of the next step, and smiles, hugs, and success for "reinforcement." Because we used this technique during a time when she would naturally be putting on or taking off her coat (arrival, outdoor time, going home), being ready was naturally reinforcing to her and we didn't waste her exploring and interacting time with endless "coat" drills. We used this same technique to help her learn the lunchtime routine, materials clean-up, balance skills, and tooth-brushing.

Concentrate on Functional Skills First

Many of the conceptual skills that we focus on with our four-year-olds were not appropriate developmentally for Marisa. We decided that there were other skills that were more necessary for her participation, independence, and learning to learn. We focused a lot of our attention on self-help skills and integrated her learning into times of the day when these would naturally be used. For example, during diapering time, we focused on learning to pull her pants up and down. At meal times we used physical assistance to help her serve her own food and gradually decreased the assistance as she became more proficient at getting the spoon from the serving bowl to her plate.

The skills needed to help her benefit from our developmental approach were a bit more difficult. Early in the year we identified that Marisa would need to learn how to imitate others, begin to initiate interactions with others, and learn to respond to attempts at interaction by others. We also looked carefully at her play skills and use of materials and found that instead of exploring the variety of possibilities of toys, Marisa would typically pick them up, put them down, put them in, out, on, etc.

During our large and small group activities we began to incorporate activities that required imitation. We started with imitating movement and gradually added verbal imitative responses. Our four-year-olds were quite proficient imitators so we included some fairly complicated body positions as well as some that would be simple for Marisa to pick up. We used a technique called "monitoring" to assist Marisa in imitating. To do this, we had one adult assigned to monitor specific children in the activity and provide reminders or physical assistance to support the child. Simon Says (the kind where Simon always says and nobody is ever out) became a popular activity in our classroom. We also used small group following direction games to help Marisa learn to respond. Because we could vary the complexity of the directions we gave, it was easy to include children with a wide variety of skills in any group with Marisa. We tried to use the command "Marisa, come and play" often and taught some of the other children to use it. By mid-year, Marisa would respond to a "come and play" overture by following and engaging herself in activities with other children, often imitating their actions and verbalizations.

Integrate Therapy into the Classroom

Because Marisa only spent two days a week in her special education program, it was difficult for her therapists to schedule time with her. After a few conversations with the therapists, we began to experiment with moving therapy into the classroom. Although it wasn't 100% effective, it provided many opportunities for her to learn skills in an environment where they would be used, and provided activities in which other children could join her to act as models for imitation, to expand their own skills, or just for the fun of it.

Marisa's cerebral palsy is the "floppy" rather than the spastic kind, and Jenny, her physical therapist worked hard on developing her arm, leg, and trunk strength. We set up a "push and pull" learning center where Jenny and Marisa would work, usually with a group of other interested children. Working in pairs or singly, children used their muscles to push and pull objects, equipment, and each other. Rowboats was a favorite of everyone's as children seated in pairs would join hands and pull their partner's body down over his or her legs — then the partner would pull back. One child decided that "Row, Row, Row Your Boat" was the perfect theme music for this activity so language via music skills were added. The kids got pretty strong and learned a lot of science concepts as well.

Marisa's Occupational Therapist, Diane, came every other week to work on fine motor and self-help skills. Usually Diane arrived with some really great ideas for the dramatic play area. Using our supply of dress-up clothes, she and Marisa would practice dressing skills. Often they played "shopping" with Marisa choosing the outfits she wanted to try on while other children helped her find things, oohed and aahed over her choices, or played cashier when she decided to make a purchase. Other activities were centered in the art area or manipulative table where Marisa worked on strengthening her grasp, holding a crayon, and learning to use her "helper" hand to hold paper while she scribbled circles.

For her language therapy activities, Marisa's therapist, Richard, provided activities to assist Marisa in learning to communicate. Because it was not necessarily appropriate for Marisa to be using full sentences at the developmental age of two, Richard focused on helping her learn the names for things and to use those names to request assistance. He began by playing "show me" in which he would name a toy and Marisa would guide him to it. Later, they practiced turn-taking by alternating the request and giving Marisa a chance to choose and request a toy that Richard would then get. Other children joined in this game, sometimes with outlandish requests and results.

Although Marisa's therapists sometimes needed to work alone with Marisa away from the activity of the classroom, most of their services were provided as part of the activities available to all the children. They were also careful to leave suggestions for working on Marisa's skills everyday to reinforce and maintain her learning.

Actively Engage the Child in Learning

We found that if we ignored Marisa she was not likely to involve herself with materials or activities or other children. It was important to make sure that she was doing something all the time although she did not always require an adult to closely supervise her activities. All of the movement and materials in our classroom made it difficult for Marisa to make choices. We helped her to do that initially by bringing out two toys and asking her to choose one to play with. We would then model ways she might use the toy and then leave her alone to explore the possibilities. Typically her response was to imitate what we had done — at this point a valuable skill — and sometimes she would practice this over and over again. Sometimes we used this technique in a small group where children all had the same materials. This provided a variety of models for Marisa to imitate and a variety of skills.

There were times when Marisa did not seem to be engaged but really was. Although she did not initiate or join groups on her own, she often would approach a group and observe their play. We used this observation time for language stimulation with Marisa by describing what the children were doing, what was being said, and sometimes pretending that Marisa was in the group and talking about what she was doing there.

We used peers to engage Marisa in learning also, but in a limited way. The difference in both size and development between Marisa and the other children in our class was obvious and some of the children tended to be patronizing and overly helpful at times. In choosing other children to be helpers, we typically chose a higher functioning child with good social skills and little interest in "mothering." During the year we taught two children to prompt Marisa to respond to invitations to play and to use language to describe their activity.

Observe — For Progress, Interests, and Emerging Skills

As with any young child, Marisa changes — sometimes in giant leaps, but more often in minute steps. We found that if we wanted to provide activities that were really relevant to her changing abilities we had to be aware of when and how changes occurred. It was fun to note and share her progress with her parents, therapists, and special education teachers and to pat ourselves on the back for our success.

It was also important to note how Marisa's interests changed as she developed new skills. We were able to use these observations to bring in new materials and introduce new activities. For a time she became extremely interested in dogs. We talked about the colors and sizes of dogs, "walked" like dogs on all fours, and barked like dogs to indicate that we had chosen a specific toy. At another time she became keenly interested in blocks. This provided an excellent avenue to integrate her into building activities with other children, and although she was particularly concerned with stacking blocks up and knocking them down again, she was able to play alongside other children and watch their play.

Our observations were primarily focused on Marisa's emerging skills — skills she was just beginning to explore. Knowing what she was ready to do helped us to know where to put our — and Marisa's — energies rather than wasting time on skills she wasn't ready to learn. For example, Marisa for many months used only one word at a time to ask for things, describe, or name. One day she asked, "Me drink" instead of just "drink." We knew that use of the pronoun in relation to herself meant that she was beginning to grasp the concept of herself as a separate being as well as the idea of possession. We used this merging skill to work on body awareness ("me leg"), sharing and cooperation ("me toy"), and use of action words ("me jump"), and to model appropriate language ("Yes, that's your toy.").

Plan!!

None of the things we've described would have occurred without serious, ongoing planning. The first step was to develop an individual education program for Marisa based on information from her parents, her special education teacher, her therapists, and us — her regular preschool teachers. This program mapped out what we thought would be the best goals, objectives, and strategies for working with Marisa throughout the year, how much time she would spend in each classroom, and how much time her therapists would spend with her.

Each day we discussed our observations of Marisa as well as the other children, looked at resources for the next indicated step, developed prescriptive plans, and integrated them into our daily classroom plans. We knew that if an activity for Marisa was not included in the plan it might not happen during our busy day.

We also met regularly with Marisa's therapists and special education teacher to share progress information, ideas of where to go next, and plan how each of us could reinforce and generalize Marisa's learning.

Planning with Marisa's parents was of major importance. We shared plans with them regarding step-by-step ways to help her learn a new skill and they helped us to plan activities that would carry over into their home and enrich Marisa's learning.

By the end of our year with Marisa we felt that she had grown, and so had we. We learned a lot about teaching, not just children with delays and handicaps, but all children. Marisa turned five in April and will be going to the special education kindergarten program at Target School. When we planned her transition in May, the team decided to begin her in a self-contained program with a goal of moving her gradually into a regular kindergarten. She'll still have the same therapists and her new teacher is enthusiastic about adapting her program so that therapy activities will go on in the classroom. Marisa's parents are very enthusiastic and had a lot of great ideas to share with the kindergarten teacher. Meanwhile, we're getting ready for a new year, and a new group of children including three new challenges — Devon, Nan, and Justin.

Source: Rap Newsletter, Vol. 4, No. 4

Transition

GOAL 5

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LEVEL: STAFF

GOAL: #5 Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will state definitions of developmentally and exceptionality-appropriate practices.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Have participants identify characteristics of developmentally and exceptionality-appropriate practices.	**Supplemental Resources** Bredekamp, Sue (1987) (R)	1. If a characteristic which is not consistent with appropriate practice is cited, gently point out the inconsistency and refer the participant to earlier readings. Note how these issues relate to a good transition model.

LEVEL: STAFF

GOAL: **#5** Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will apply the skills accumulated in goals 1-4 to case examples of two children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Application of concepts case studies.	1. Handouts (S-H12 and 13) *Mandy* and *Sam*	1. Have participants respond to questions listed on Handouts. Discuss results in large group.

MANDY

Mandy is a child who has Down Syndrome and is currently in a preschool program for children with disabilities. Her classroom is separated from other programs for typically developing children. Mandy's parents want her to have some experiences with typically developing peers. She is four years of age, not fully toilet trained but is on a schedule for using the bathroom, uses the signs "drink, bye bye" together with gestures toward an object to fulfill her wants or needs. Mandy can attend to a short story if lots of visual cues are used and she sits near the teacher who can provide physical prompts to keep her seated. She will sit quietly and play with a series of toys (sensori-motor play) but not interact with another child in what is considered cooperative play.

If this is now February in any given year, how will transitioning options be addressed to allow Mandy to go to another preschool program that is integrated? Would a community-based preschool that has not previously served a child with disabilities be considered? Why or why not?

What issues might be addressed in terms of Mandy's development? Consider her self-help, social, communication skills when thinking of a program and determining her needs in an integrated program.

SAM

Sam is a small boy with a rare vision condition. Doctors have not been able to determine the amount of vision he has. His birthday falls on November 12 and he is currently being served in an Early Intervention Program. This program serves children who are three prior to September 30 of any given year. Sam receives the services of an early intervention teacher and an occupational therapist once a week. His parents are involved in his program and are receptive to programming in a preschool program.

When will a multifactored evaluation be done for services to follow in a preschool program?

Who will serve this child throughout this school year? How will these services be determined?

What transition planning needs to be addressed for a smooth delivery of services from the Early Intervention Program to the Preschool Program?

What strategies will enable Sam to fully participate in an integrated setting?

LEVEL: STAFF

GOAL: #5 Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will be able to advocate for transition services through a strong knowledge and skill base of developmentally and exceptionality-appropriate practice.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Facilitate large group discussion of ways to advocate for transition services that reflect appropriate practice.	1. Handout (S-H14) *Strategies to Inform Others*	1. Note how participants might need to show sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.) when advocating for transition services.

S-H14

STRATEGIES TO INFORM OTHERS ABOUT DEVELOPMENTALLY APPROPRIATE PRACTICE

All individuals involved in the education of young children — teachers, administrators, and parents — are responsible for ensuring that practices are developmentally appropriate. However, no early childhood professional should abdicate this responsibility in the absence of support from colleagues or supervisors. What can early childhood educators do to fulfill this professional responsibility?

Know what you do and clearly articulate it to others

The lack of understanding about developmentally appropriate practices on the part of many parents, teachers, and administrators is largely the result of the failure of early childhood professionals to clearly articulate what they do and why they do it. Lay-Dopyera and Dopyera (1987) suggest that many early childhood professionals rely on *knowing in action* expertise. Behaviors are carried out almost automatically with little thought to them before or during their performance. These behaviors seem to be natural and we are unaware of where or when they were learned. Perhaps we saw others behaving in this way, noted that it worked, and adopted these strategies without understanding why. Lay-Dopyera and Dopyera (1987) suggest that early childhood professionals adopt what Donald Schon (1983) calls *reflecting in action*. This means that one pays attention to what one is doing while doing it and thinks about how it is working. Reflecting while teaching helps early childhood professionals to eternalize what they do and to explain what they do and why they do it. This book can facilitate the understanding of developmentally appropriate practice, help bring it to consciousness, and assist you in informing others about it. Following are some other suggestions to help adults internalize and convey information about developmentally appropriate practice.

- Read this publication. Use the terminology and definitions as you talk about developmentally appropriate practice.
- Use this publication to assess your own teaching. Identify areas to improve upon and then work on them one at a time.
- Use this publication and other professional materials (position statements from other organizations, articles in educational journals, books) to support your position.
- Join professional organizations. These groups provide teachers with resources; opportunities for professional development such as publications, conferences, meetings, and workshops; and a support system.
- Identify other individuals or groups in your community who are working to provide developmentally appropriate experiences for children. If no group exists, start one.
- Identify individuals in leadership positions who support your view and can influence others about inappropriate practice.

Help parents understand developmentally appropriate practice

- Describe your program to parents when children enroll. Provide orientation, parents' meetings, open houses, and parent conferences.
- Use this publication and other professional materials to prepare your presentation and cite your sources. Share these materials with parents.
- Develop a professional library for parents.
- Show a videotape or slides of your classroom demonstrating appropriate practices and explaining the rationale.
- Post signs at each learning center describing the learning that is occurring through developmentally appropriate experiences in that center.
- Mention that you have had specialized training to learn about young children's unique learning styles and appropriate learning practices.
- Inform parents that you are a member of professional organizations, attend professional meetings, and read current research.
- Send letters or a newsletter to parents describing what children are learning when they work on projects or take field trips.
- Create a parents' bulletin board in or near your classroom, displaying information about and examples of developmentally appropriate practice.
- Use parent volunteers in the classroom. Firsthand experience will promote greater understanding and awareness of developmentally appropriate practice.
- Encourage parent visits. Prepare guidelines telling parents what to look for as they observe active learning.
- Keep a file of children's drawings, writing, artwork, projects, and other products (dated), along with anecdotal records to document and describe development and learning to parents.
- Write articles and take photographs of children engaged in developmentally appropriate projects. Share these with your local newspaper.
- Use the Week of the Young Child and other opportunities to educate parents and the public about developmentally appropriate practice.
- When parents compliment your program, ask them to tell or write your program administrator.
- Develop a network of supportive parents. Involve them with parents who are skeptical of developmentally appropriate practice.
- If a parent asks a question or makes a comment that you do not have time to adequately address, offer to phone them later or to set up a conference after you have had time to organize your thoughts and materials.

Help administrators understand developmentally appropriate practice

Many of the same suggestions mentioned for parents can be used with those in leadership roles in early childhood programs. Following are some additional suggestions.

- Invite your director, supervisor, curriculum consultant, and/or principal to participate in the parent orientation program.
- Ask knowledgeable support personnel to talk with administrators.
- Share textbooks, position statements, and articles from professional journals with administrators.
- Inform your administrator that you are involved in professional organizations, attend professional meetings, and read current research.
- Make administrators honorary members of your local Affiliate Group or other professional groups. Honor them at special meetings for their contributions on behalf of young children.
- Invite administrators to your classroom to participate in activities — reading a story, cooking, or working on a project.
- Share information in a nonthreatening and nondefensive way.
- If an administrator asks a question or makes a seemingly critical comment and you do not have the time to adequately explain, suggest that you have some professional material that you would like to share and schedule a time to discuss the issue more fully.
- Share one or more of the following articles published by the National Association of Elementary School Principals.

  Caldwell, B. (1987). The challenge of the third grade slump. Principal, 66(5), 10-14.
  Cheever, D., & Ryder, A. (1986). Quality: The key to a successful program. Principal, 65(6), 18-21.
  Elkind, D. (1981). How grown-ups help children learn. Principal, 60(5), 20-14.
  Elkind, D. (1986). In defense of early childhood education. Principal, 65(5), 6-9.
  Featherstone, H. (1986). Preschool: It does make a difference. Principal, 65(5), 16-17.
  Fielas, M., & Hillstead, D. (1986). Reading begins with scribbling. Principal, 56(5), 24-27.
  Jennings, G., Burge, S., & Stek, D. (1987). Half-steps from kindergarten to second grade. Principal, 66(5), 22-25.
  Kamil, C. (1981). Piaget for principals. Principal, 60(5), 8-11.
  Nichols, C. (1987). Training new parents to be teachers in rural Missouri. Principal, 66(5), 18-21.
  Pool, C. (1986). Here come the four-year-olds. Principal, 65(5), 4.
  Robinson, S. (1987). Are public schools ready for four-year-olds? Principal, 66(5), 26-28.
  Sava, S. (1985). The right to childhood. Principal, 64(5), 56.
  Seefeldt, C. (1985). Tomorrow's kindergarten: Pleasure or pressure? Principal, 54(5), 12-15.
  Zigler, E. (1987). Should four-year-olds be in school? Principal, 65(5), 10-15.

Help other teachers understand developmentally appropriate practice

Some of the ideas suggested for increasing parents' and administrator's understanding of developmentally appropriate practice may be used with teachers. Following are some additional ideas.

- Respond calmly to other teachers' seemingly critical remarks. Maintain communication with colleagues. Discuss your ideas positively and work to continue relationships.
- Informally share information in the teacher's lounge, at lunch, in the office, or before and after the school day.
- Share professional articles, journals, and research with colleagues.

How teacher educators can promote developmentally appropriate practice

- Help students internalize developmentally appropriate practice through course materials and field experiences.
- Prepare students for the "real world." Acquaint them with the reasons parents, administrators, and other teachers may not understand the value of developmentally appropriate practice.
- Provide opportunities for students to demonstrate their ability to communicate about developmentally appropriate practice with others (exams, role play, field experiences, student teaching).
- Provide students with current research documenting the effectiveness of developmentally appropriate practice. Encourage them to maintain a file of such resources.
- Conduct research projects in conjunction with classroom teachers on the short- and long-term effects of appropriate and inappropriate practices across the full age span of early childhood, birth through age 8.

Help legislators and policymakers understand developmentally appropriate practice

- Send copies of this publication (or shorter brochures) to key legislators and policymakers, including school board members.
- Share this publication and others about developmentally appropriate practice with key groups such as the local PTA and other educational and professional organizations.
- Write to and meet with policymakers and legislators about the need to provide adequate resources and standards for developmentally appropriate programs. Quote from and reference this book to substantiate your position.

Work with state education administrators and other program administrators

- Know who the decision makers are in your state.
- Establish and maintain contacts and make sure professional organizations have a contact person who keeps members informed.
- Share this publication and other related materials with decision makers.
- Invite state leaders to speak at professional meetings and use public forums to discuss issues of developmentally appropriate practices.

Help publishers and corporations understand developmentally appropriate practice

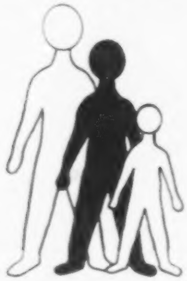
- Encourage publishers and corporations to use editors and consultants with training and experience in early childhood development and education.
- Share copies of this book with them.
- Write and thank them if their products are developmentally appropriate.
- Write and explain why a product is developmentally inappropriate. Make suggestions.
- Visit the exhibits at professional meetings. Write letters or give on-the-spot feedback about the appropriateness of exhibitors' products for young children.
- Develop criteria for evaluating products or textbooks that can be used to make curricular decisions for children.

Source: Bredekamp, Sue (1987).

PROJECT PREPARE

Modules for Competency-Based
Personnel Preparation in
Early Childhood Education

Transition



Administrator

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GOALS

1. Understand the concept of transition and its implications for young children, their families, and early childhood programs.

2. Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

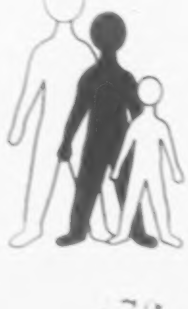
3. Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

4. Be informed of model practices and processes in transition planning.

5. Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

GOAL 1

Transition



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LEVEL: ADMINISTRATOR

GOAL: **#1** Understand the concept of transition and its implications for young children, their families, and early childhood programs.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will demonstrate an understanding of a variety of definitions of the term "transition."

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activities Review a variety of definitions of the term "transition."	1. Transparency (A-T1) *Transition* Handout (A-H1) *Transition*	1. If participants are primarily from the field of Early Childhood Education, point out that these definitions are much broader than the "transitions" that occur throughout the day as activities change.
2. Discuss the impact of transition/change as it impacts the lives of adults.		2. Leader initiates group discussion and facilitates examples from group. Prepare a leader example which demonstrates the impact: a change of job, relocation, change in family structure, etc.
3. Introduce the concept of life-long planning by and involvement with families.		3. Discuss how this is affected by diversity among families.
4. Introduce the definition of transition which addresses less restrictive to more restrictive environments.	4. Transparency (A-T2) *Aspects of ...*	4. A-T2 may be duplicated as a Handout.
	Supplemental Resources Dalke, Faye, and Lindley-Southard (1985) (R)	

1. TRANSITION

"... major periods of change that can occur between life cycle developmental stages (developmental transitions) or within the stages themselves [nondevelopmental transitions]."

Source: Barber, Turnbull, Behr, and Kerns. Chapter 11 in Odom, Samuel L. and Karnes, Merle B. (1988).

2. TRANSITION

"Strategies and procedures ... planned and employed to insure the smooth placement and subsequent adjustment of the child as he or she moves from one program to another."

Source: Hutinger, 1981.

3. TRANSITION

"A carefully planned, outcome-oriented process."

Source: McNulty, Brian A. Chapter 8 in Gallagher, Trohanis, and Clifford (1989).

4. TRANSITION

"Points of change in services **and** in the personnel who coordinated and/or provided those services."

Source: Ohio Department of Education, 1991.

5. TRANSITION

"A lifetime process of movement from one situation to another that can present some uncertainties."

Source: Ohio Department of Health, Early Intervention Unit Transition Subcommittee, 1988.

6. TRANSITION

... encompasses many aspects of a child's education program and affects many people. These aspects include:

(a) establishing communication and exchange of information ...,

(b) parental participation in the process, and

(c) follow-up ... with parents and the new educational program ...

Source: U.S. Department of Education (1987).

For the purpose of this training activity:

7. TRANSITION: A SYSTEMATIC PROCESS THAT:

- has long-term implications for all individuals,
- addresses long-term implications that are unique to individuals with disabilities,

- has as its focus the unique and diverse needs of young children,
- addresses the unique and diverse needs of young children with disabilities,
- incorporates principles of collaboration
    - with families in order to minimize disruptions in the family system.
    - with arrays of potential service delivery systems to reduce duplication of effort.
    - with potential service providers to improve child outcomes.
- is founded upon developmentally appropriate and in the case of young children with disabilities, exceptionality-appropriate practices,
- reflects state-of-the-art practices, and
- ensures that young children will receive services in those environments which are most like those of their peers.
- opportunities for young children with disabilities to receive services in the same environments as typically developing peers will guide the transition process.

TRANSITION

1. "... major periods of change that can occur between life cycle developmental stages (developmental transitions) or within the stages themselves [nondevelopmental transitions]." (Barber, Turnbull, Behr, and Kerns. Chapter 11 in Odom, Samuel L. and Karnes, Merle B. [1988].)

2. "Strategies and procedures ... planned and employed to insure the smooth placement and subsequent adjustment of the child as he or she moves from one program to another." (Hutinger, 1981.)

3. "A carefully planned, outcome-oriented process." (McNulty, Brian A. Chapter 8 in Gallagher, Trohanis, and Clifford [1989].)

4. "Points of change in services and in the personnel who coordinate and/or provide those services." (Ohio Department of Education, 1991.)

5. "A lifetime process of movement from one situation to another that can present some uncertainties." (Ohio Department of Health, 1988.)

ASPECTS OF TRANSITION FROM LESS RESTRICTIVE TO MORE RESTRICTIVE ENVIRONMENTS

- The child has fewer opportunities to interact with typically developing peers who would serve as models.
- The child's length of day may be increased due to added transportation time in going to a central site.
- Typically developing peers benefit from interaction with children with disabilities.
- Families prefer that their children receive services in typical and/or integrated environments in order to establish and develop life-long friendships.
- Families of children who are typically developing value opportunities for their children to interact with children with disabilities.
- Program outcomes will not be compatible with intended goals.
- Program costs will be increased, although these costs may be hidden (e.g., more frequent request for multifactored evaluations in order to access less restrictive environments — increased personnel costs/time demands).

LEVEL: ADMINISTRATOR

GOAL: **#1** Understand the concept of transition and its implications for young children, their families, and early childhood programs.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will develop a consensus statement addressing current transition practice.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Generate a list from participants of transition points in programs for young children.	1. Transparency (A-T3) *Events for Which the Need ...*	1. Discuss the potentiality of unplanned transition needs. (A-T3 may be duplicated as Handout.)
2. Large or small group activity Identify an array of current transition practices and list according to frequency of application, settings of application, and personnel responsible.	2. Transparency/Handout (A-T4) *Interagency Collaboration* Handouts (A-H2 and 3) *Transition Checklist*	2. Contact County Collaborative Group Coordinator for information regarding transition services provided by/through the CCG.
Discuss local collaboration and transition planning process in a large group.	*Collaboration ...* Transparencies (A-T5 and 6) *Transition Steps* *Local Collaboration Group Model*	For more information on your local group, contact: Lyla Damopoulos Ohio Department of MR/DD 30 E. Broad Street, Room 1275 Columbus, OH 43215 (614) 466-7671. Participants should relate overall structure to their local communities.

A-T3

EVENTS FOR WHICH THE NEED FOR TRANSITION PLANNING MAY BE ANTICIPATED: POTENTIAL FOR ALL CHILDREN AND FAMILIES

- Geographic relocation
- Reformation of family system
- Hospital to home following birth
- Enrollment in group setting which serves young children or from a group setting to one in which a child is isolated from peers
- Change in child care arrangements (times of day, days of week, combination of arrangements)
- Enrollment in public school (Kindergarten or Grade 1)

A-T3

EVENTS FOR WHICH THE NEED FOR TRANSITION PLANNING MAY *NOT* BE ANTICIPATED: POTENTIAL FOR ALL CHILDREN AND FAMILIES

- Sudden disruption of the family system through death, illness, or removal of a member
- Sudden change in economic circumstances
- Injury to or prolonged illness of a child
- Removal of a child from a setting which is familiar
- Sudden change in child care arrangements
- Sudden change in primary caregiver(s)
- Unexpected availability of a program/setting compatible with family desires

EVENTS FOR WHICH TRANSITION PLANNING MAY *NOT* BE ANTICIPATED: POTENTIAL MORE COMMON TO YOUNG CHILDREN WITH DISABILITIES

- Change in a family's coping mechanisms for dealing with "anticipated" vs. "real" child
- Change in health/behavioral status
- Realization that family can no longer continue to care for a child with a disability(ies)
- Recognition that families do not have necessary diagnostic/prognostic information for planning
- Awareness of chronologically age-appropriate milestones and a child's failure to achieve them
- Surpassal of milestones by a younger sibling
- Restricted knowledge of service options available
- Concern regarding the quality of the options and their ability to meet unique needs
- Limited range of options due to the hidden costs associated with raising a child with a disability(ies)

Source: Miami Valley Special Education Regional Resource Center (in press).

INTERAGENCY COORDINATION

Interagency coordination is crucial when agencies must identify funding sources to cover expenses related to a child's transition between programs. The need for coordination is heightened, especially when the agency directing the preschool program is different from the agency directing the early intervention program. These agencies may have different policies or expectations regarding the child's change of placement. For instance, is evaluation of the child prior to preschool entry the financial responsibility of the preschool program, the early intervention program or both? If the child is best served by extending the early intervention program services several months past the child's third birthday, which agency is responsible for the expenses? Children and families may encounter a break in services between the two programs if these and other issues are not resolved at the state and local level. The intent of the federal regulations governing both programs is clear, as the regulations comment that states should develop interagency agreements to clarify transition options and develop appropriate procedures and activities, including identification of funding sources.

Specifically, the comments state:

> Since no one agency has the funding sources to provide all the necessary service, States may use their interagency agreements to clarify transition options and develop appropriate procedures and activities. With proper planning, the interagency agreements between the SEA and other agencies providing services to handicapped infants and toddlers should contain enough flexibility so that lapses in delivery of services will not occur.

Likewise, on a community level, interagency coordination and written agreements are needed to clarify local options, to identify funds within each program to cover expenses related to transition planning (e.g., staff release time to visit the sending or receiving program prior to the child's change in placement), and to develop guidelines for the exchange of child records, so that parent and child rights to privacy are protected.

From *Topics in Early Childhood Special Education: Transition* Winter 1990. 9:4.

A-H2

TRANSITION CHECKLIST FOR ESTABLISHING YOUR TRANSITION TASK FORCE

I Establish Interagency Planning Committee Which Includes:
- Public School Personnel
- Preschool Personnel
- Parents
- Other Community Agencies

II. Plan Interagency Communication
- Get Acquainted
- Share Programmatic Information
- Plan Opportunities for Program Observation
- Share Workshop Opportunities

III. Plan for Transition
- Determine Program Policies, Services, Needs
- Establish Calendar
- Establish Procedures for Transfer of Records

IV. Involve Parents in Transition Process
- Determine Individual Needs
- Establish Goals
- Provide Information About New School
- Distribute Names, Addresses of New Classmates
- Obtain Permission for Transfer of Records

V. Plan Transition Activities for Children
- Discuss Future Placement
- Visit New School
- Encourage Meeting of New Classmates

VI. Plan Transition of Children with Handicapping Conditions
- Parent Rights and Responsibilities
- Non-discriminatory Testing
- The IEP Process
- Placement
- Support Services
- Record Sharing

VII. Other Collaborative Suggestions
- Combined Participation on Policy and Advisory Committees
- Exchange Newsletters Contributions
- Develop Summer Activity Booklet for Parents
- Joint Kindergarten Registration, Screening
- Exchange Specialized Staff
- Sharing Facilities, Transportation
- Other (remember this is only the beginning)

COLLABORATION WITH COMMUNITY PRESCHOOL PROGRAMS

Identify community agencies (public and private) which provide preschool and day care programs (i.e., Headstart, JVS and Community College programs, YMCA and recreational programs, church, preschools, etc.).

Obtain information regarding each program:

- physical facilities, including accessibility and features such as play equipment, surfaces, noise levels, etc.
- staff interests and skills in working with special needs children
- costs and requirements such as age limits, geographical restrictions, toilet training, etc.

Provide/share in-service opportunities regarding children with special needs: Information regarding various handicapping conditions and how they relate to child development, adapting the school environment, management techniques, referral concerns, coordination of services, etc.

Share programs and projects such as field trips, picnics and parties, guest speaker programs, etc.

Creative programs are being developed to integrate children with special needs into community programs. For example, in Clearwater, Florida, high school students enrolled in a high school home economics child care program assist teachers in a classroom that serves 10 mildly to moderately handicapped children and 20 of their nonhandicapped peers ages three through five. This program is designed to develop the high school students' understanding of special needs children and to promote interest in special education and child care careers while providing educational child care to children (from *From Birth to Five*). In other communities, school-age students plan and provide activities for special education preschool classes, such as making and flying kites, Easter egg hunts and Christmas parties, and dinousaur excavation.

A-T5

☐ Establish Interagency Planning Committee which includes:
  - Public School Personnel
  - Preschool Personnel
  - Parents
  - Other Community Agencies

☐ Plan Interagency Communication
  - Get Acquainted
  - Share Programmatic Information
  - Plan Opportunities for Program Observation
  - Share Workshop Opportunities

☐ Plan Transition Activities for Children
  - Discuss Future Placement
  - Visit New School
  - Encourage Meeting of New Classmates

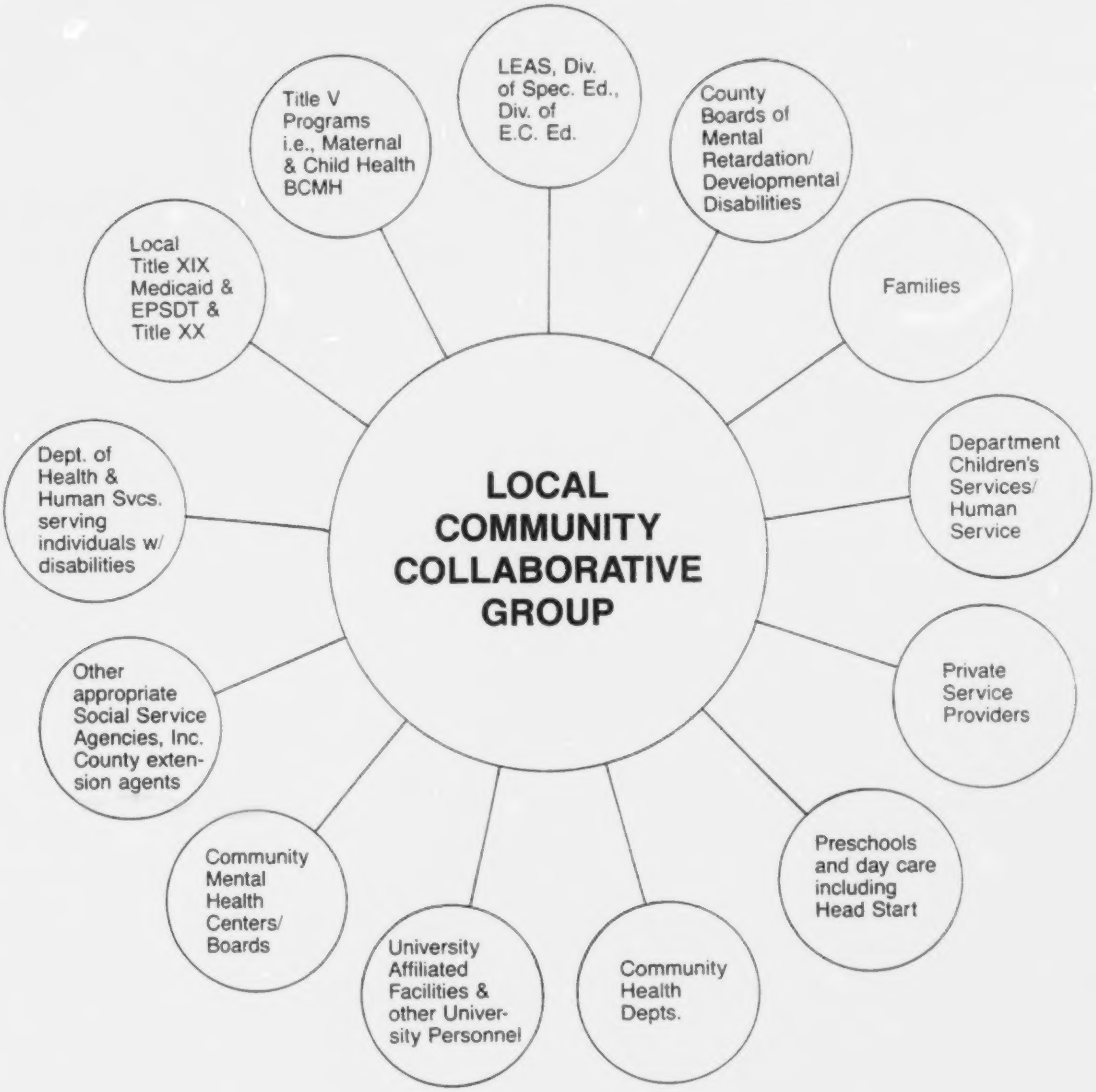
☐ Plan Transition of Children with Handicapping Conditions
  - Parent Rights and Responsibilities
  - Non-discriminatory Testing
  - The IEP Process
  - Placement
  - Support Services
  - Record Sharing

A-T5

☐ Plan for Transition
  - Determine Program Policies, Services, Needs
  - Establish Calendar
  - Establish Procedures for Transfer of Records

☐ Involve Parents in Transition Process
  - Determine Individual Needs
  - Establish Goals
  - Provide Information About New School
  - Distribute Names, Addresses of New Classmates
  - Obtain Permission for Transfer of Records

☐ Other Collaborative Suggestions
  - Combined Participation on Policy and Advisory Committees
  - Exchange Newsletter Contributions
  - Develop Summer Activity Booklet for Parents
  - Joint Kindergarten Registration, Screening
  - Exchange Specialized Staff
  - Sharing Facilities, Transportation
  - Other (remember this is only the beginning)


LOCAL COMMUNITY COLLABORATIVE GROUP
LEAS, Div. of Spec. Ed., Div. of E.C. Ed.
County Boards of Mental Retardation/ Developmental Disabilities
Families
Department Children's Services/ Human Service
Private Service Providers
Preschools and day care including Head Start
Community Health Depts.
University Affiliated Facilities & other University Personnel
Community Mental Health Centers/ Boards
Other appropriate Social Service Agencies, Inc. County extension agents
Dept. of Health & Human Svcs. serving individuals w/ disabilities
Local Title XIX Medicaid & EPSDT & Title XX
Title V Programs i.e., Maternal & Child Health BCMH

Potential Members of the Community Collaborative Group for Early Intervention

Interagency agreements can be made with some or all agencies or individuals involved in the local community collaborative group.

LEVEL: ADMINISTRATOR

GOAL: #1 Understand the concept of transition and its implications for young children, their families, and early childhood programs.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will regard transition services as a means of increasing the efficacy of program delivery and outcomes.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity— Summarize the discrepancy between current transition practices and efficacy data.		1. Invite a representative of the local Cluster or County Collaborative Group to address issues of that group relating to transition services.
2. Large group activity Relate these transition definitions to the philosophies of: – developmentally – exceptionality-appropriate practices.	2. Transparency (A-T7) *Four Key Elements ...* Video: *Developmentally Appropriate Practice* (NAEYC, 1988)	2. More emphasis may need to be given to exceptionality-appropriate practice. Discuss how issues of diversity (e.g., ability, cultural, racial, religious, gender, etc.) influence children's and families' needs in this situation.

FOUR KEY ELEMENTS FOR THE SUCCESSFUL TRANSITION OF YOUNG CHILDREN

- Continuity of developmentally appropriate curriculum for all age levels in all educational settings.
  - Children with disabilities have needs which must be addressed more specifically.
- Ongoing communication and collaboration among personnel providing services for young children.
  - Children with disabilities often receive services from several providers (ECSE teacher, speech pathologists, occupational therapists, etc.).
- Preparation of children and families for the next environment.
  - Children with disabilities are more frequently subject to fragmentation of environments.
- Family involvement in transition planning.
  - Children with disabilities have unique needs which are best identified by their families.

Source: Bredekamp, Sue (1987).

GOAL 2

Transition

BEST COPY AVAILABLE

LEVEL: ADMINISTRATOR

GOAL: **#2** Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify the key elements of the transition process as identified in the *Rules for the Education of Preschool Children with Disabilities.*

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Overview the relevant section of the *Rules.*	1. Transparency (A-T8) *State Guidelines* *Rules for Preschool Programs Serving Children with Disabilities,* Ohio Department of Education, 1991	1. Point out that these *Rules* became effective 7/1/91 and apply to programs and services funded by the ODE/Division of ECE for the purpose of serving three- to five-year-old children with disabilities.
2. Review the definitions of eligible children ages birth through two and three to five. Discuss potential for continuation/discontinuation of services.	2. Transparency (A-T9) *Definitions: Infant/toddler at risk, Preschool child with a disability.*	2. "Delay" is not a defined parameter of age-specific delay, "probability" is vague. – "Adverse effect upon *normal development and functioning*" – Adverse effect on *educational* performance.

"Activities shall be conducted that address the transition of preschool children with disabilities and their families between and within service delivery systems. Related activities may include, but are not necessarily limited to:

(1) Development of interagency agreements to clarify transition options;

(2) Development of forms and procedures for sharing pertinent information among agency personnel and parents;

(3) Transfer of personally identifiable information prior to the age at which children may be eligible for preschool or school-age services;

(4) Provision of information for parents regarding service options; and

(5) Provision of an individual planning conference and/or written transition plan for each child and family."

Source: Ohio Department of Education, 1991.

INFANT/TODDLER AT ESTABLISHED RISK

Established Risk means infants and toddlers who need early intervention services because they have a developmental delay, or have a diagnosed medical disorder or physical or mental condition that has a high probability of resulting in developmental delay.

Developmental Delay means the failure of a child to reach developmental milestones for his/her age in one or more of the following areas:

- Cognitive Development;
- Physical Development;
- Language and Speech;
- Psychosocial Development;
- Self-Help Skills; and
- Sensory Development (including vision and hearing).

The presence of a developmental delay or other established risk condition must be measured by qualified professionals using appropriate diagnostic instruments and/or procedures. In the absence of appropriate standardized measures, the Ohio Department of Health recognizes the use of informed clinical opinion as an alternate procedure in addition to at least one standardized measure to ascertain the presence of a developmental delay.

Source: Ohio Department of Health.

Preschool child with a disability is a child who

(1) is at least three years of age but not of compulsory school age; and

(2) has a disability as demonstrated by a documented deficit in one or more areas of development [communication, hearing, motor, social-emotional/behavioral, vision or cognitive in combination with another domain or adaptive behavior] which has an adverse effect upon normal development and functioning.

Source: *Rules for the Education of Preschool Children with Disabilities*, Chapter 3307-31 ORC.

Handicapped child means a person below twenty-two years of age who has one or more handicaps as defined

- deaf
- deaf-blind
- developmentally handicapped
- hard of hearing
- multihandicapped
- orthopedically handicapped
- other health impairment
- severe behavior handicapped
- specific learning disability
- speech handicapped
- visually handicapped
- (autism)
- (traumatic head injury)

and for which there is an adverse effect on educational performance.

Source: *Rules for the Education of Handicapped Children* Chapter 3301-51 ORC 1982.

LEVEL: ADMINISTRATOR

GOAL: #2 Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will determine the administrative practices needed to implement transition planning.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Via small group discussions, generate the information necessary to complete the plan for one of the children previously discussed.	1. Transparency (A-T10) *Individual Transition Plan*	1. Reference the *Rules* provisions and walk participants through the plan. Ask participants how their plans will reflect sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.).
2. Large group activity Show examples of other checklists/plans.	2. Reading/Handout (A-R1, 2, 3, and 4) *It's Time to Get Ready for School* **Bridging the Gap* *Transition Checklist* *Transition Plan/FCLC*	2. Emphasize that there is no single "right" form.
3. Bring attention to the article for future planning.	3. Handout (A-H3) *Transitions* *The reading *Briding the Gap* relates to transition issues for older children; it also relates conceptually to transition from preschool to kindergarten. **Supplemental Resources** U.S. Department of Health and Human Services (1988) NEC*TAS (1989) (R)	

TRANSITION PLAN

Date: ____________________

____ Transition with existing program

____ Transition to new program ____ Other

Person(s) Responsible

Describe transition process

Parent's Role in transition process ____________________

A-R1

IT'S TIME TO GET READY FOR SCHOOL

Barbara Fiechtl, Sarah Rule, and Mark S. Innocenti

"We think Karen can handle a regular kindergarten, but we want her to get some speech help. Should she have a different type of placement or can she get speech instruction in a regular kindergarten?"

"I really don't see any problem with a regular classroom, but do you think the teacher will help Missy with her self-help needs?"

"I think Matt is just too young to go to school. Maybe if we held him out for a year, he would catch up. Since he is so small, it wouldn't hurt him any."

Need for a Transition Plan

These comments were made by parents when their children were about to move from a mainstreamed preschool program to a public school kindergarten. This was the first transition for some children; for others, change of service had been a yearly occurrence. For all parents, the transition to a new setting created anxiety and raised questions, no matter how often they had experienced change before. Their concerns reflect very real problems in selecting new placements and arranging for timely initiation of appropriate service in the new placements (Hains, Fowler & Chandler, 1988; Johnson, Chandler, Kerns, & Fowler, 1986). Adequate planning can ensure an orderly transition (Fowler, 1982). It is necessary not only to alleviate parental concerns, but also to comply with Public Law 99-457 (Education of the Handicapped Amendments of 1986). The transition steps must be identified on individual family service plans (IFSP's) for children under the age of three who have handicaps.

This article describes the Parent Transition Plan, which was developed by the Preschool Transition Project staff at Utah State University to systematically organize the steps of a child's transition into the public schools. While the plan was developed for the transition from preschool to kindergarten, the procedures and forms also could be used to organize the transition from secondary school into community services or vocational rehabilitation.

Goals of Transition Planning

The goals of transition planning are to (a) select a placement appropriate for the needs of the child and supported by *the child's parents;* (b) ensure a smooth transfer of the child and the child's records to the new placement; and (c) initiate services in the new environment in a timely fashion.

Without such planning, appropriate services might be interrupted for several reasons. Parents might fear that a placement will be assigned rather than negotiated. Some have expressed concern that their involvement with the child's education will be diminished when the child moves into elementary school (Hanline, 1988). They might be wary of sending too much information about their child's special needs for fear that the information will jeopardize placement in a mainstream environment. If insufficient information about the child is transferred to the school system, the child might receive inadequate support services in the resulting placement or there might be a delay in services while assessments (which already might have been completed in the preschool) are conducted by the school system in an effort to identify the child's needs.

A Transition IEP

The transition plan is similar to a child's individualized educational program (IEP), but it defines transition-related goals for parents and staff, describing all the activities that must take place during the transition. The plan is developed at a meeting of the parents and preschool staff and includes the following information: (a) what records are to be sent; (b) who will send them; (c) when they should be sent; (d) who must receive them; (e) who will make personal contact with school district staff members and when; (f) what placement will be requested of the district; (g) what services will be requested in the placement; and (h) ways to monitor the child's success in the placement throughout the year. Although it adds a bit of paperwork, the plan takes far less time to develop than the IEP and is equally important in defining necessary decisions and actions for the preschool staff and the parents.

When transition steps are discussed and put in writing during a meeting, there is some assurance that all parties understand and agree to conduct the necessary actions. The responsibility to promote an orderly transition is shared by staff and parents. For example, a parent's written objective might be to contact the principal of the school in the child's prospective placement while a staff member's might be to send copies of reports to an administrator by May 15. Parents' roles define them as participants rather than observers. In a symposium addressing parental roles in the transition process (Hutinger, 1981), Karnes suggested that parents can help promote continuity in the child's encounters with changing environments. The plan is a means of helping parents take the lead in advocating for their children by defining constructive actions to promote a smooth transition.

The Parent Transition Plans were tested for two years with children who moved from a mainstreamed preschool into three different school districts. Variations in the children's needs and in the array of options available in the different districts made the transition process simple for some children and complicated for others. Each plan was developed to coordinate the transition while providing flexible steps to accommodate the individual needs of the child.

Developing the Plan

An example of a transition plan is shown in Figure 1. This plan was developed with one of the sets of parents whose comments began this article. Missy, their daughter, had attained many normal developmental skills but had motor impairments associated with cerebral palsy. During her year in preschool, her efficiency at completing tasks improved and she learned to use a walker. There were still tasks with which she required assistance, for example, opening heavy doors, carrying several items for an assignment, and reaching for items on shelves. She was willing to attempt almost any task and generally asked for help only after making an independent effort.

During the transition meeting, Missy's parents were asked what type of placement they wanted for their child. They suggested that she would benefit from placement in a regular kindergarten but expressed concerns about the areas in which she needed additional help. The staff concurred with their opinions and presented the results of recently administered evaluations.

Based on this discussion, the parent-staff team recommended that Missy be placed in regular kindergarten at her neighborhood school. This recommendation was listed on the transition plan. They agreed that the teacher should provide a report to the receiving kindergarten teacher suggesting procedures to help Missy perform motor tasks without adult assistance. The report should specifically address Missy's physical capabilities so that the receiving teacher would not inadvertently assign tasks that might be too difficult. Finally, the team decided which records and evaluation information should be sent to the school district and who should send them.

After the decisions were made, the team described specific action steps on the transition plan. All events discussed during the meeting were assigned as responsibilities to either parents or staff. For example, the parents wanted to visit the neighborhood school. Step 1 was "Parents will contact the local principal." Missy's parents were assigned the responsibility, and the completion date was noted. Step 2 described the teacher's responsibility to send

Missy's speech, psychological, and physical therapy evaluations to the school principal and special education office and to provide her parents with copies. Step 3 described the teacher's responsibility to prepare and send a report to the kindergarten teacher. The complete written plan functioned as a summary of the meeting and all decisions made. If at any point members of the team disagreed with a step, the date, or the person responsible, the team discussed the issues until they reached consensus.

Variations in Planning

Transition plans are different for children who require different services. Matt was a child who acquired a number of new skills during preschool, including play skills and social responses to other children. The staff and Matt's parents discussed recent test scores that indicated skill deficits in a number of developmental areas. They decided that a regular kindergarten would not be the best placement for Matt, for he required more individual instruction than would be available in the regular kindergarten class. However, the parents were encouraged to pursue *some* mainstreaming for Matt to allow him to use his new social skills. After reviewing the evaluations and reports, the team decided which were relevant to the recommended placement. His transition plan included having records sent, as had Missy's, but it required coordination among the preschool staff, school special education staff, school principal, and kindergarten teacher and parents. Again, the parents were responsible for initiating contact with the schools, but the preschool staff prepared reports for all school staff and were available to attend Matt's IEP meeting to assist in describing appropriate mainstreamed activities.

Transition in the Future

The passage of Public Law 99-457 may reduce the number of interagency transitions for preschoolers with handicaps, since the public schools will be responsible for services to children ages three through 21. However, the issues surrounding transition will remain. Transitions occur throughout a child's school career. Children move from infant programs into preschool programs, from elementary school to middle school, and finally from secondary school into the community. Cooperation between parents and staff will be required during each of these periods to ensure that the child or youth receives appropriate services in a timely manner. The Parent Transition Plan provides an outline of a process, an assignment of responsibility to promote a parent-professional partnership to facilitate smooth transition, and a time line to facilitate the transition process.

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Barbara Fiechtl (CEC Chapter #499) is Clinical Instructor, Department of Special Education. **Sarah Rule** (CEC Chapter #499) is Director, Outreach, Development and Dissemination Division and Associate Professor of Special Education. **Mark S. Innocenti** is Research Specialist, Early Intervention Research Institute. All are at Utah State University, Logan.

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A-R1
Figure 1

PARENT TRANSITION PLAN

Child: Missy

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition to the school district for the child.

Recommended Placement: Regular Kindergarten

Neighborhood School: Seven Oaks Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. Missy is recommended for enrollment in regular kindergarten at Seven Oaks Elementary. Parents will contact the principal to discuss Missy's physical status and capabilities.	Parents	May 30, 1987	
2. Send records to school principal, district special education office and provide the parents with copies of preschool reports for their file.	B. Fiechtl, teacher	June 5, 1987	
3. Provide kindergarten teacher with preschool teacher's report, stressing Missy's skills and possible adaptations for the environment.	B. Fiechtl, teacher	June 10, 1987	
4. Monitor Missy's progress throughout the year. Inform kindergarten teacher whenever physical status changes.	Parents	1987-88 school year	
5. Contact Psychologist if advice needed or problems occur.	Parents	1987-88 school year	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

From "It's Time To Get Ready For School" by Barbara Fiechtl, Sarah Rule, and Mark S. Innocenti

BRIDGING THE GAP

Judy W. Wood, Jennifer Wingo Miederhoff

During the last decade, the transition of large numbers of children with mild disabilities from self-contained special classes into regular education classes has often presented difficulties for these children. Some of the significant differences they encounter in regular classes include increased class size, less individualized attention, a faster instructional pace, different evaluation procedures, and more demanding social skills. They also may have difficulty coping with new nonacademic challenges such as memorizing a lock combination, showering, or changing clothes in physical education.

Transition decisions may also present difficulties for educators, who must determine which students to mainstream, what subjects they should be assigned, and for what period of time (Berdine & Blackhurst, 1981).

Several studies have addressed strategies for preparing students for the introduction of a disabled peer into the mainstream classroom. However, fewer studies have been aimed at preparing mildly disabled students to enter the mainstream. Salend and Viglianti (1982) developed a form for analyzing variables in the regular classroom setting with the purpose of targeting the skills mainstreamed students would need prior to entry. Salend and Lutz (1984) identified social skill competencies necessary for mainstreamed students in a regular class setting. Salend and Salend (1986) administered a questionnaire to regular and special educators and identified 30 social skills necessary for successful functioning in the secondary regular classroom. Anderson-Inman (1986) found that so-called preteaching by resource teachers could help resource students adapt to the mainstream environment.

There is a growing need for a simple device to compare characteristics of the mainstream setting to the performance levels of students entering that setting. This article presents a modified checklist designed for that purpose. The Transition Checklist includes assessment of classroom instructional methods and materials, course content, evaluation techniques, and classroom management (Figure 1); interpersonal and social relations (Figure 2); and related school environments (Figure 3). Preliminary field testing of the checklist in several Virginia public schools has shown it to be a useful instrument in enabling successful mainstreaming.

Checklist Administration

To administer the Mainstream Characteristics portion of the checklist, the educator checks off the factors that are applicable to the setting the student will be entering, for example, the classroom or the cafeteria. In Part I, Classroom, the teacher would check off the type of grouping procedures used most often in that classroom. The referring teacher (generally the resource or special education teacher) would then assess the student's skills in the corresponding areas under Student's Present Performance Level. Examination of the completed form would indicate the areas in which student skills do or do not match the variables of the mainstream environment.

The checklist can be used in its entirety, or any of the three separate parts can be administered to match student skills to an appropriate mainstream setting. Teachers should use their professional judgment to determine which items need to be administered for the individual being assessed. In cases in which a skill cannot be assessed in the resource setting (e.g., ability to perform lab experiments), the special education teacher can obtain access to the necessary facilities in order to work with the student prior to placement or provide a trial period of instruction under a regular teacher.

Uses of the Checklist

The Transition Checklist can be used in a variety of ways.

Following are some examples:

1. A special education teacher considering mainstreaming a student would send copies of the checklist to several regular teachers and ask them to fill out the Mainstream Characteristics portion. The special education teacher would then fill out the Student's Present Performance Level section for the child being mainstreamed. The results of the checklist would be used to make the best possible match between the regular classroom and the student to be mainstreamed. For example, if it is discovered that the science teacher uses small group instruction almost exclusively in her class and the student works best in a small group setting, a possible match has been made. On the other hand, if assessment reveals that the history teacher requires his students to copy extensive notes from the chalkboard and the student to be mainstreamed has difficulty with copying, educators would question placing the student in that class.
2. Another way to use the checklist would be for the special education teacher to fill out the Student Skills portion of the checklist and send it to the regular teacher either before or after a child has been mainstreamed into the regular classroom. This would provide the regular classroom teacher with input on the student's learning characteristics and facilitate a closer match between teaching procedures and student learning style. For example, if the teacher uses the lecture approach and the mainstreamed student has listening problems, a good match has not been made. However, if the teacher makes some simple adaptations to the lectures (e.g., using the overhead projector to show visual aids and providing the students with a printed lecture outline), then the student's placement in the class could be appropriate.
3. As an alternative to having the regular classroom teacher fill out the checklist, the special education teacher could observe the mainstream setting and fill out the checklist independently or together with the regular teacher. Results of the checklist would then be compiled by the special education teacher and shared with the regular education teacher, helping to determine the appropriateness of the mainstream placement.
4. When skills are identified that the student needs to master before entering the mainstream setting, these should be included in the student's individualized education program (IEP). For example, if it is discovered that a student cannot accurately copy notes from the chalkboard, the IEP should include notetaking skills as an objective.
5. The checklist also can be used to assist multidisciplinary teams in determining a student's readiness for mainstreaming.
6. Finally, the child study committee could use the checklist to assess a student prior to deciding on a special education evaluation or prior to IEP planning.

Summary

Transition from a special to a regular classroom can be either a positive experience or a frustrating one for a student with mild disabilities. By assessing the mainstream setting and determining whether or not the student has the skills needed to enter the environment, educators can enhance the possibility of a successful learning experience. The Transition Checklist for Mainstreaming offers a simple method of matching the environment with the student to increase the chance that the student will "swim" successfully through the mainstream.

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Judy W. Wood (CEC Chapter #622) is Associate Professor, Virginia Commonwealth University, Richmond. **Jennifer Wingo Miederhoff** (CEC Chapter #155) is Research Specialist, Virginia Commonwealth University, Richmond.

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A-R2
Figure 1

TRANSITION CHECKLIST (CLASSROOM)

Student: ______________________________

Teacher: ______________________________ Subject: ______________________

Grade or Type of Class: __________ Date: __________ Teacher Completing Observation: ______________

DIRECTIONS: Mainstream teacher: Check the items in the Characteristics column that describe the mainstream setting.
Special classroom teacher: Check the appropriate items in the Student's Present Performance level column.

Characteristics of Mainstream Setting	Check If It Applies	Students Present Performance Level	Has Mastered Skills	Is Working on Skills	Is Unable to Perform Skills
I. CLASSROOM					
A. Physical Variables					
1. Grouping for instruction					
a. Large group		Works well in large group			
b. Small group		Works well in small group			
c. One-to-one		Works well one-to-one			
		Adapts to various group settings			
2. Sound					
a. No talking allowed		Works silently			
b. Minor distractions (some interaction)		Works with minor distractions			
B. Instructional Variables					
1. Teaching Techniques					
a. Lecture		Retains material from lectures			
b. Explanation		Comprehends group explanations			
c. Audio visual presentation		Retains audio visual presentations			
d. Discussion		Participates in class discussion			
2. Media					
a. Notetaking					
(1) Copied from board		Can copy notes from chalkboard			
(2) Prepared by teacher		Can read teacher-written notes			
(3) From lecture		Can take organized lecture notes			
b. Equipment		Student learns from varied media			
(1) Overhead projector		Overhead projector			
(2) Filmstrip projector		Filmstrip projector			
(3) Tape recorder		Tape recorder			
(4) Computer		Computer			
3. Materials					
a. Textbook used		Can read textbook at grade level			
Grade level of text _____		Needs text adapted to _____ level			
b. Supplementary handouts		Reads most handouts			
4. Content					
a. Homework					
(1) Assignments copied from chalkboard		Copies accurately from chalkboard			
(2) Written assignments provided		Reads written assignments accurately			
b. Modifications					
(1) No modifications made in subject matter		Needs no modifications			
(2) Some modifications made (list)		Requires some modifications (list)			
(3) Peer tutors used		Requires assistance of peer tutor			
c. Class procedure					
(1) Students read aloud		Reads text aloud			
(2) Students present projects-reports orally		Presents materials orally			
5. Evaluation					
a. Test format used		Can take tests in these formats			
b. Test given orally		Can take oral tests			
C. Counseling					
1. Teacher frequently counsels students		Is able to seek guidance as needed			
2. Little time provided for student counseling		Is able to express personal and/or academic problems appropriately			

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A-R2
Figure 2

TRANSITION CHECKLIST (INTERPERSONAL/SOCIAL RELATIONS)

Student: ______________________________

Teacher: ______________________________ Subject: ______________________

Grade or Type of Class: ________ Date: ________ Teacher Completing Observation: ________________

DIRECTIONS: Mainstream teacher or appropriate peronnel. Check the items in the Characteristics column that describe the mainstream setting. To evaluate the student check the appropriate items in the Student's Present Performance level column.

Characteristics of Mainstream Setting	Check If It Applies	Students Present Performance Level	Has Mastered Skills	Is Working on Skills	Is Unable to Perform Skills
II. INTERPERSONAL/SOCIAL RELATIONS					
A. Student Interaction		Can interact appropriately in the following ways:			
1. Individual		Individual			
2. Cooperative		Cooperative			
3. Competitive		Competitive			
B. Regular students have positive attitude toward handicapped		Has positive attitude toward self			
C. Dress Appearance		Dresses appropriate			
1. Dress code applied		Follows dress code			
2. Concern given to appearance by most students		Presents neat appearance			

Note: From *Bridging the Gap: A Transitional Checklist for Mainstreaming*, by J. W. Wood and J. W. Miederhoff. 1987, Richmond. VCU Copyright 1987 by VCU. Reprinted by permission

A-R2
Figure 3

TRANSITION CHECKLIST (RELATED ENVIRONMENTS)

Student: ______________________________

Teacher: ______________________________ Subject: ______________________

Grade or Type of Class: __________ Date: ________ Teacher Completing Observation: ______________

DIRECTIONS: Mainstream teacher or appropriate peronnel. Check the items in the Characteristics column that describe the mainstream setting. To evaluate the student check the appropriate items in the Student's Present Performance level column.

Characteristics of Mainstream Setting	Check If It Applies	Students Present Performance Level	Has Mastered Skills	Is Working on Skills	Is Unable to Perform Skills
III. RELATED ENVIRONMENTS					
A. Cafeteria					
1. Procedures for purchasing lunch ticket token posted or explained		Follows correct procedure for purchasing lunch ticket token			
2. Lunchroom routine explained - posted		Follows lunch routine			
Purchases lunch					
Finds assigned table					
Returns tray					
B. Physical Education					
1. Uniform required		Purchases appropriate uniform			
		Brings clean uniform each week			
		Changes uniform under some pressure			
2. Showering required		Showers independently			
C. Music/Art					
1. Students move to class independently		Moves to non-academic classes independently			
2. Rules of classroom explained - posted		Follows orally presented rules			
		Follows written rules			
3. Grading system used		Works best under following system:			
a. Letter grade		Letter grade			
b. Pass/fail		Pass/fail			
c. Other ______		Adapts to various grading systems			

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TRANSITION CHECKLIST

- Home-based Programs
- Parental Involvement

Adapted from Portage Project materials

Considerations for Transitioning a Child from a Head Start Classroom or Home-based Setting into the Public Schools

1. What will be different for the child?

☐ building
☐ larger classroom
☐ child/adult ratio larger
☐ more structure
☐ different equipment
☐ less free time
☐ longer day
☐ bathrooms
☐ new playground
☐ new fears
☐ greater distance
☐ discipline
☐ new staff
☐ busing/walking
☐ new expectations
☐ new children
☐ cafeteria
☐ less mainstreaming
☐ less freedom of movement
☐ fewer choices of things to do
☐ less acceptance of handicapped children
☐ less teacher attention
☐ less opportunity to individualize
☐ less contact with caregivers

2. Brainstorm ideas and activities for teaching the skills needed to deal with this change. Be creative and imaginative!

☐ dramatic play — provide props
☐ a pretend day
☐ set up cafeteria/role play
☐ discuss differences and the reason for the change
☐ praise children for progress and tell them they're ready for kindergarten
☐ allow child more independence with structure
☐ increase appropriate structural activities
☐ visit new school
☐ concentrate on readiness during the last month: dressing, toileting, paper and pencil activities, etc.
☐ role play new situations: principal, new friends, notes home, etc.
☐ talk to parents ahead of time about potential anxieties
☐ send information folder to new school on each child
☐ make picture of new school
☐ teach bus skills, take a ride on a bus
☐ have older siblings or former Head Start children talk to your class
☐ have a party to introduce children before school begins
☐ have kindergarten teacher visit your Head Start class
☐ visit new playground/library
☐ take pictures of new environment
☐ have a kindergarten class make a book for Head Start children

How Can Parent Involvement Be Continued in the Kindergarten Program?

1. What will be different for the parent?

☐ less time in classroom/program
☐ less rapport initially
☐ more formal/more structured
☐ less total interaction
☐ fewer educational opportunities (parent meetings, conferences)
☐ more expensive (supplies, special activities, meals, etc.)
☐ more threatening

2. List the ways the parent could continue to be involved and the skills needed for that involvement.
   - ☐ P.T.A.
   - ☐ teaching at home
   - ☐ classroom volunteer (room mothers)
   - ☐ make the first move
   - ☐ adult show and tell
   - ☐ share skills
   - ☐ call/see/write teacher
   - ☐ ask that teacher keep in contact
   - ☐ use Head Start as resource
   - ☐ field trips
   - ☐ attend parent conferences/open houses
   - ☐ assist in writing IEPs
   - ☐ know parents' rights
   - ☐ playground supervision
3. Describe the support role each of the following could provide:

   The Head Start teacher?
   - ☐ introduce parents to new situations
   - ☐ make them aware of parents' rights
   - ☐ be available for information
   - ☐ participate on multidisciplinary team
   - ☐ be an advocate

   The new teacher?
   - ☐ invite parents to come in
   - ☐ read information on child in file
   - ☐ have representative from school at Head Start parent meeting

   The Handicap Services Coordinator?
   - ☐ keep communication lines open
   - ☐ participate in placement meetings
   - ☐ accompany parents to new school

Determine Differences Between Preschool and Kindergarten Programs

Classroom Composition

1. How many teachers, teachers' aides, and volunteers work in the classroom?
2. How many children are in the classroom?
3. Do the numbers of adults and children in kindergarten differ from preschool? (The adult/child ratio is the number of adults to the number of children.) The typical preschool contains two or three adults and 18 to 20 children. The typical kindergarten contains one or two adults and 20 to 30 children.

Teacher Attention and Reinforcement

1. How frequently do teachers attend to the students with praise, instructions, or reprimands? (e.g., How frequently do teachers provide praise? Every few minutes, only at the end of an activity, individually or as a group?)
2. Do teachers provide special rewards or back-up activities for good behavior? (e.g., additional free time, access to the art center, good work certificates, positive home notes)
3. What are the consequences for disruptive or inappropriate behavior? (e.g., temporary removal from the activity, loss of recess or free time)

Physical Arrangement

Is the physical arrangement of the kindergarten different from the preschool?

1. Do children sit on individual mats or on a group rug?
2. Do children work at tables or at desks?
3. Are work and play areas clearly separated?
4. Are play areas visible from work areas?
5. Is the bathroom or drinking fountain adjacent to the classroom or down the hallway?
6. Are there interest centers?

Daily Schedule

1. Is the kindergarten in session longer than the preschool?
2. How many minutes do children spend:
   a. in large groups (singing, sharing, listening to stories, having snacks)?
   b. in small groups?
   c. doing academic work and fine motor activities?
   d. in free play activities?
   e. in recess and large motor activities?
   f. in moving from one scheduled activity to another (e.g., lining up for recess, waiting to be called from large group to small group?)

Classroom Rules and Routines

1. Are children required to raise their hands:
   a. for permission to speak?
   b. when they have finished a task?
   c. to seek assistance?
2. Do children speak out? If so, when? (e.g., volunteering answers in a large group)
3. During which activities can children talk to their classmates and move about the room?
4. Do children have free or limited access to the bathroom, water fountain, pencil sharpener, and/or supplies?
5. Do children manage all or some of their own materials (e.g., crayons, paper, paste) or do they use community materials? Which materials do they manage?
6. Do children walk in line single-file or double file? Do they hold hands?

Academics

1. Are there minimum competency levels? Is there a kindergarten readiness checklist?
2. Which academic subjects are taught?
3. Which curriculum materials are used most typically? For example, are math concepts taught through manipulative materials, such as Cuisenaire rods, through work sheets, or through both?
4. Are lessons taught in large or small groups?
5. How do children respond during instruction?
   a. Do children recite answers? For which subjects? (e.g., alphabet, numbers)
   b. How often and for which subjects do children reply as a group to teacher questions?
   c. How often and for which subjects do children respond individually to teacher questions?
   d. How often and for which subjects do children produce written responses? Which response formats are used? Do children circle the right answer, color in the right answer, mark (X) the right answer, mark (X) the wrong answer?

Self-Help Skills

Which self-help skills do most children demonstrate?

1. Dressing independently for outdoors?
2. Shoe tying?
3. Drinking milk through a straw?
4. Hand washing?
5. Nose care?
6. Toileting?

The worksheet on the following page, along with these explanations for each area of potential difference, may be used by Head Start personnel in observing the kindergarten classroom.

A-R3

SKILLS CHECKLIST FOR CHILDREN WHO WILL BE ENTERING PUBLIC SCHOOL

Child's Name ______________________________

Teacher ______________________________

District ____________________ Date ____________

[ ] RED — Entry Level Behavior
[ ] BLUE — Exit Behavior

Adapted from Portage Project materials

	Never	Seldom	Sometimes	Usually
Understanding Self and Others				
1. Responds positively to social recognition and reinforcement				
2. Separates from parents and accepts school personnel				
3. Expresses emotions and feelings appropriately				
4. Defends self				
5. Understands role as part of a group				
6. Respects others and their property				
7. Willingness to try something new (take risks)				
8. Plays cooperatively				
Communicating				
1. Communicates own needs and wants				
2. Answers questions about self and family				
3. Responds appropriately when comments are directed to him/her				
4. Attends to speaker in a large group				
5. Initiates interaction with peers and adults				
6. Answers questions about stories, films, etc.				
7. Relates experiences and ideas to others				
8. Asks questions to get information				

Task — Related	Never	Seldom	Sometimes	Usually
1. Holds and/or manipulates materials				
2. Follows a three-part direction related to task				
3. Makes choices				
4. Finds materials needed for task				
5. Works on assigned tasks for 15 minutes				
6. Completes tasks at ability level independently				
7. Self-corrects errors				
8. Recalls and completes tasks demonstrated previously				
School and Classroom Rules and Routines				
1. Can "line up" and stay in line				
2. Raises hand and/or gets teacher's attention when necessary				
3. Replaces materials and "cleans up" workspace				
4. Moves smoothly through routine transitions				
5. Waits to take turn and shares				
6. Controls voice in classroom				
7. Stays in "own space" for activity				
8. Knows way around school and playground				
Self Help				
1. Will put on/off outer clothing within a reasonable amount of time				
2. Cares for own needs				
3. Feeds self				
4. Gets on and off bus				
5. Aware of obvious dangers and avoids them				

Compiled from *Out of the Nest,* The Wisconsin EN-EEN Project, Department of Public Instruction, 3/82.

A-R3

KINDERGARTEN OBSERVER'S WORKSHEET

Classroom Composition:

Teacher Attention and Reinforcement:

Physical Arrangement:

Daily Schedule:

Classroom Rules and Routines:

Academics:

Self-Help Skills:

Support Systems:

Adapted from Portage Project materials

TRANSITION PLAN

Family Child Learning Center
90 W. Overdale Drive
Tallmadge, Ohio 44278

Child's Name: ______________________ Date: ____________

Placement: ______________________ Desired Placement: ____________

Team: ______________________ When?: ____________

Prog. Area	Curr. Status	Future Req.	Needed Action/Person(s) & Dates
Communication			
Self-Care (Eating)			
Self-Care (Clothing)			
Self-Care (Toileting)			
Mobility			
Gym			
Class Activities			
Other			

Summary Plan

Needed Equipment: ______________________

Environmental Assessments Needed Immediately: ______________________

Skills to be Trained: ______________________

Services Needed in New Environment: ______________________

TRANSITIONS

Transitions for young children occur at two levels: 1) movement from one activity to another within a familiar environment and 2) movement from a familiar environment to a new and different environment. Each requires careful planning and cooperation among adults to assure smooth and positive transition experiences for each child.

1. **Movement from one activity to another within a familiar environment.**

Adult preparation of the environment with careful planning of time, space, and materials can facilitate smooth transitions for children throughout the day. Time schedules are flexible and dictated primarily by children's interests and needs. There is a predictable set of routines and sequence to each day which provide a sense of security and ability to anticipate "what's next." Although varied materials and activities or projects are made available, basic routines provide a sense of continuity and smooth transitions. Children are guided in transitions by adults' consistent signals, cues, or verbal directions. Adults facilitate increasing self-direction and independence for each child with support and assistance given only as necessary. Older or more experienced children model transition behavior for their inexperienced peers. Transition skills include processes required for self-care (toileting, hand washing, outdoor clothing), care of materials and possession (clean-up, putting away toys and materials), (mobility movement from one area to another), physical fine motor coordination (carrying and manipulating trays or cups for snack, paints, etc.), locating a seat/area to wait, or selecting appropriate materials for the next activity.

These skills develop from processes beginning during the birth to two level, with many skills acquired in part by the toddler. Toddlers become familiar with various transition routines and with this developmental foundation and continue to develop needed transition skills as they enter subsequent preschool, kindergarten, or primary environments.

2. **Movements from a familiar environment to a new and/or different environment.**

Adults facilitate children in their transition needs as they move from one grouping or program to another each day (i.e., first grade to after school day care) or graduate from one environment to another (toddler group to preschool group or preschool center to elementary building for kindergarten). Adults provide support and guidance for children in the following ways:

a. Preparing children for transition by:
   - visiting the new program, group, or building
   - meeting staff and children
   - discussing and practicing routines
   - discussing children's anticipations
   - listening and responding to children's fears

b. Providing communication between staff at different programs or buildings by:
   - visits to settings to observe and become familiar with programs
   - meetings about specific family and child needs
   - phone or written communication about family or child needs
   - cooperating in sharing relevant information or providing resources for families and teachers

c. Provide continuity in program content, environments, and adult strategies through developmentally appropriate practice:
   - using guidelines for developmentally appropriate practice for birth to two, three to five, and six to eight environments can assure a predictable set of expectations for transitions to the next environment
   - adults familiar with developmentally appropriate practice for subsequent environments can prepare children in their settings to develop relevant competencies for the next environment
   - families are informed (through conferences, visits to current and future environments and resources) of expectations for subsequent programs and environments
   - families and staff work cooperatively to prepare children and developmentally for transitions to new environments

LEVEL: ADMINISTRATOR

GOAL: #2 Know the practice of transition planning for all young children and the specific requirements of that which applies to young children with disabilities.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Respect the legal foundation of transition planning practices as it impacts program implementation.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Review each statement and ask participants to identify the pertinent elements contained within each.	1. Transparency (A-T11) *Philosophy Statements* **Supplmental Resources** Hanson, M. & Lynch, E. (1989) Turnbull, R. H., III and Turnbull, A. (1990) (R)	1. G-T11 may be used as a Handout if activity is conducted in small groups. The first statement is inconsistent with developmentally appropriate practice in that the child is expected to "fit" into an existing program in which modifications cannot be made. In the second example, widely-held misconceptions which are not supported in the literature are shown. The third statement, like the first, reflects resistance to adapting a program to individual needs. In addition, children who attend community-based preschools can in fact be served by public schools through the itinerant model. Reflect on the issues of sensitivity to diversity as it relates to these statements (e.g., resistance to accommodating family choices and needs).

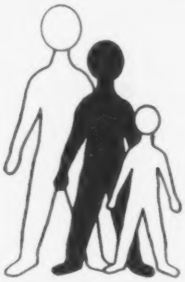
PHILOSOPHY STATEMENTS

DIRECTIONS: Critique the appropriateness/inappropriateness of the following philosophy statements:

1. Transition planning ensures that children who are not ready for the next step remain in their current program another year. "Summer babies" are an example; those born during the summer are not usually ready for kindergarten.
2. It is a means to ensure that children with disabilities are protected from peers who might do them harm and that their peers do not learn inappropriate behaviors.
3. This planning is based upon the school district's current resources and cannot be modified to accommodate family choices/needs. If a child with a disability is attending a community-based preschool, the child cannot be served.

GOAL 3

Transition



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LEVEL: ADMINISTRATOR

GOAL: #3 Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will identify administrative procedures to enable this process to occur.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Brainstorm ideas for building accommodations that can facilitate transition from more to less restrictive settings.		1. Be sure to reflect again on the importance of maintaining sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.) in this process.

LEVEL: ADMINISTRATOR

GOAL: **#3** Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will be able to identify training and technical assistance needs to facilitate transition.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Solicit comments from participants concerning the lack of resources they've encountered in the past. Review the *Identification of Training and Technical Assistance* form training.	1. Handout (A-H4) *Identification of Training and Technical Assistance Needs*	

IDENTIFICATION OF TRAINING AND TECHNICAL ASSISTANCE NEEDS

Student ______________________ School ______________________

Classroom ______________________ Transition Date ______________________

DIRECTIONS: Identify specific needs, e.g., in-service training, materials, relevant media, which may be necessary to prepare receiving personnel (school staff, service providers, peers) for integrating and educating the child.

School Personnel	Specific Needs	Planning Team Member Responsible for Acquiring Resources	Projected Date To Accomplish	Date Accomplished

LEVEL: ADMINISTRATOR

GOAL: **#3** Understand transition planning as a *process* through which a match is achieved between the current needs of a child and an environment which is designed to meet those needs.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will be able to identify family-centered strategies for collaboration.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Small group activity Ask participants to list ways in which meetings they've attended could have been improved through improved communication.		1. Discuss results in large group.
2. Large group activity Review the four practices which promote improved communication.	2. Handout (A-H5) *The IFSP Planning Process*	2. Think about how improved communication can show a respect for diversity (e.g., ability, cultural, racial, religious, gender, etc.) in the transition process.

A-H5

THE INDIVIDUAL FAMILY SERVICE PLANNING PROCESS

The Individual Family Service Plan (IFSP) is used to describe, in writing, a planning process between families and professionals that results in identification of desired outcomes for an infant or toddler or the family. Both family resources and strengths as well as the needs of the infant or toddler are described in relation to each identified outcome. The process for developing the written IFSP used at the Family Child Learning Center were developed on the basis of federal requirements (outlined in the above section) as well as philosophical assumptions that have been defined by parents and professionals throughout the country and adopted by the federal IFSP Task Force and NEC*TAS Expert Team (Johnson, McGonigel, & Kauffman, 1989). These assumptions are drawn from the professional work of Ann and Rud Turnbull, Carl Dunst, Rebecca Fewell, Beverly Johnson, Lisbeth Vincent, as well as families of children with disabilities. The FCLC process and written form also conform with the assumptions and principles adopted by the Ohio Early Intervention Interagency Coordinating Council's IFSP Task Force and have been incorporated into Building Family Strengths, a state-wide training program for families about the IFSP that has been developed by parents of children at FCLC.

Included in the philosophical assumptions underlying the IFSP are statements concerning the roles of families and professionals in the IFSP process. Families have the right and ability to make decisions about their children. These include, but are not restricted to choices in services, location of those services, and of the professionals who will be involved with their children and family. Families also have the right to refuse any or all services suggested by professionals. Professionals assume roles that assist families to carry out their decisions including providing families with all the information necessary to make decisions concerning their children and themselves.

The process that results in the completion of the written IFSP document is one where professionals enhance a family's ability to become active planners for their children. The process is both flexible and ongoing. Initial steps include:

1. **Setting up a meeting among families and professionals who are involved with the child and family.**
    a. Families select the meeting time. Meetings are scheduled at a time when both parents may attend, if desired. Other significant family members (e.g., grand-parents) or family friends or advocates may be involved, if desired by the family. Arrangements concerning work time for staff may need to be altered to allow meetings during non-traditional working hours. All professionals who are involved with the family and child are present, ideally, at the IFSP meeting, including those professionals who are not employed by the primary early intervention agency. The service coordinator (case manager) is responsible for scheduling the meeting and for ensuring that professionals from all agencies, or their representatives, are present.

    b. Families choose the location for the meeting (e.g., home, center, hospital, agency, school).

    c. Families select those individuals whom they wish to have present at review meetings. Ideally, formal IFSP meetings include representation of all individuals and agencies involved in implementing the IFSP.

    d. Most initial meetings last at least an hour and a half. Some meetings need to be scheduled in two closely spaced sessions in order to clarify and synthesize information.

2. **Allowing family members to speak first at the IFSP meeting after professionals have established that the purpose of the meeting is to develop a plan for services.**

   a. Professionals describe an infant's or toddler's current functioning by asking families to describe their children's current abilities. Thus, families provide information about their children before professionals describe current levels of functioning. Professionals "fill in" descriptions of children's present levels of functioning by providing operational statements of what children are able to do. Test scores or listings of developmental milestone steps are not appropriate descriptions of present levels of functioning nor does this information assist in developing appropriate outcome statements.

   b. Professionals provide a background for families through statements such as "a mother told me yesterday that one thing she would like for her son to be able to do is to go to Sunday school at church. What types of activities is your family interested in having ____________ do?" In ways such as this, professional establish that the IFSP will be based on **family-desired outcomes** for their children, rather than a compilation of goals and objectives from professionals.

3. **Interacting with families in positive ways to seek clarification and ensure that families have expressed all desired outcomes.**

   a. Professionals only establish outcomes when all the outcomes that are important to families have been expressed. Professionally-established outcomes are a focus of early intervention services only after all the outcomes established by families have been addressed.

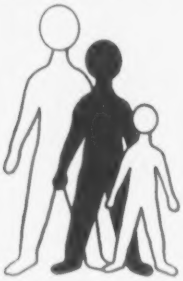
   b. Professionals do not judge the validity or feasibility of outcomes established by families but rather attempt to understand exactly what outcome(s) a family desires. Parents are likely to establish outcomes that relate to children's achievement of independence in typical skills such as walking or talking. Only very well-informed parents may be able to express that they would like their child to talk using an augmentative system or to walk using a walker. When families of children with very severe disabilities request performance of skills that do not appear to be "realistic" for the child, given the degree of disability, professionals need to expand and inform families of the ways in which this outcome may be achieved. For example, if a family of a child who is severely physically disabled establishes walking as an outcome, the professional reshapes this statement by saying something like "It sounds important to you for ______ to be able to get around the house without your help. Walking independently may not be easy for ______ to learn but getting around the house by himself is something we can work on by teaching him to ______, (e.g., use a walker, motorized car, tot-sized wheelchair, etc.)." In this way, professionals respect the content of a family's message without getting tied to the specific way in which that outcome might be obtained. Professionals have knowledge about all the various ways in which desired outcomes may be attained. Families do not typically have this type of knowledge until provided information by professionals.

4. **Establishing that the IFSP is an ongoing process where families have ownership of the plan and its review.**
   a. Professionals, particularly the service coordinator (case manager), check back regularly and informally with families and revise the plan, as needed.
   b. At the Family Child Learning Center, scheduled reviews are held each semester of a child's enrollment (every four months). Part H requires that the IFSP outcomes be formally reviewed and updated at the minimum of every six months and that the IFSP written document is completed on an annual basis. This means describing the child's present level of functioning, reestablishing those services that will be provided, and conducting any assessments necessary to formally review and update the plan.

Source: Family Child Learning Center, Talmadge, OH.

GOAL 4

Transition



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LEVEL: ADMINISTRATOR

GOAL: **#4** Be informed of model practices and processes in transition planning.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will learn the characteristics of model transition practices in programs serving young children.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Show Transparency after introducing the concept of outcome-based program evaluation.	1. Transparency (A-T12) *Best Practice Guidelines*	1. Begin by noting that characteristics of model ECE programs are consistent with those of ECSE.
2. Large or small group activity Brainstorm the characteristics of an environment for young children in terms of: – adult interactions with children – space – time – materials	2. Reading (A-R8) *An Overview of the Learning Environment*	2. Reading may be used as a reference for leader or as a Handout.
3. Large group activity Discuss how young children with disabilities can benefit from the organization of the environment. Overview four model programs from the *Transition Planning* article.	3. Transparency (A-T13) *Creating a Normalized Environment ...* Handouts (A-H6, 7, and 8) *Transition Planning* *Project TEEM* *Project BEST*	3. This information is geared for special education personnel. Discuss key features of each project. Discuss how each address needs of children and families; reflect on whether certain models more successfully facilitate sensitivity to diversity.

BEST PRACTICE GUIDELINES IN EARLY CHILDHOOD EDUCATION: OUTCOME-BASED CHARACTERISTICS

- A variety of outcome measures are used.
- There is ongoing preparation for future settings.
- Curriculum emphasizes skills with present and future utility.
- Transition planning is in place for every child.

Source: McDonnell, A. and Hardman, M. (1988).

AN OVERVIEW OF THE LEARNING ENVIRONMENT

An important aspect of planning a curriculum for young children is the careful preparation of the learning environment. The environment is more than just the physical space. It includes the **adults,** the **space arrangement,** the **time schedule,** and the **materials.** A well-planned environment is responsive to young children's initiations. It gives feedback, poses problems, encourages further exploration, and facilitates the construction of knowledge. It is sensitive to the varying needs, backgrounds, interests, and abilities of the children. The environment serves to manage behavior through organization, type, number, and variety of materials, and the way in which the schedule of the day is constructed. When all components are carefully and coherently designed, the environment *is* the curriculum.

Care-giver characteristics include

- warmth
- sincerity
- compassion
- empathy
- sensitivity to the child's perspective of the world
- respect for self and others
- an understanding of child development
- creativity/flexibility
- an ability to observe and objectively record observations
- an ability to listen
- an ability to reflect upon one's own actions and intentions
- an ability to communicate with others in ways that reflect all of the previous qualities

Learning space should

- encourage independence and exploration
- provide for individual space as well as room for small and large group activities
- allow for a variety of learning activities and centers
- provide varying levels of stimulation to match children's developmental needs
- encourage organizational skills through an ordered environment with storage space
- provide children access to all areas, including children with limited mobility
- give attention to both horizontal (floor, child activity area) and vertical (walls, windows, ceilings) space
- be both functional and attractive
- provide space for quiet, contemplative activity as well as more active social activity
- be safe, free of obstacles, sanitary, and provide clear view of all activities
- provide, when possible, in-class water source, adjacent toileting and handwashing

A-R8

Time should

- be based on child's developmental level
- be flexible yet predictable
- be paced to group and individual needs
- be balanced between quiet and noisy activity
- provide for continuous learning
- include both individual and group activities
- include planned transition times as important parts of the day
- include activities for the child to choose as well as teacher-facilitated activities
- be divided into blocks long enough for children to become immersed in an activity

Materials should

- be safe, durable, and in good repair
- be of interest to children
- be age appropriate
- be multi-sensory (hearing, seeing, touching, smelling, tasting)
- engage children in active play
- reflect a multicultural, anti-bias curriculum
- be adaptable for individuals with special needs
- be challenging
- be open-ended and flexible (children can operate on, use materials in more than one way)
- be accessible to all
- be varied periodically
- be aesthetically pleasing
- be of sufficient quantity for use by many children

CREATING A NORMALIZED ENVIRONMENT

- independent access to toys by children
- room division by interest centers
- labeling a place for each child's belongings
- use of bright colors
- display of children's creations
- instructional concepts shown on bulletin boards
- respecting privacy (confidentiality by not posting IEP goals, data charts, behavior plans)
- using and storing adaptive equipment in ways that do not call attention
- separate area of room for toileting/diapering

Source: Hanline, M. F., Suchman, S., and Demmerle, C. (1989).

TRANSITION PLANNING

Susan A. Fowler

Many children and their families who are served by early intervention programs will make one or more transitions between programs before they enter elementary school. Such changes in placement often are dictated by changes in the child's age or abilities. The transition between programs usually means a shift in teachers and staff; it also may mean changes in program format (e.g., center-based versus home-based), philosophy, curriculum, location, and agency jurisdiction (e.g., health department versus local education agency). The availability of parent services, involvement, or contact may differ, too.

The number of changes produced by the transition to a new program may place children and their families at risk for the loss of appropriate services. For instance, lack of coordination between agencies may delay a child's placement. Differences in eligibility requirements between agencies may leave some children or families unserved. Differences in program curriculum or teaching style may affect a child's adjustment or acquisition of new skills. At a minimum, the changes engendered by a transition will create varying amounts of stress for the family and the child (Johnson, Chandler, Kerns, & Fowler, 1986).

To minimize these risks, careful planning is required at the agency, direct service, and family levels. In fact, concern for such planning is reflected in section H of the amended Education for the Handicapped Act (P.L. 99-457), which calls for the individualized family service plan to contain steps to support the transition of young children and their families from infant and toddler programs to preschool programs.

The following guidelines (Hains, Fowler, & Chandler, in press) are provided to agencies, programs, and families for facilitating transitions between programs:

- *Interagency planning.* Each agency should develop a written transition plan outlining the activities involved in changing placement of a child and family. The plan should contain a suggested timeline for each activity and staff assignment for ensuring completion of each activity. The sending and receiving agencies should communicate and coordinate this plan with one another. After the transition is completed, the agencies should evaluate the quality of the transition from the program's and family's perspective.

- *Program planning.* The sending program staff should obtain basic information regarding the next placement in order to prepare the child and family for the new program. Such information might include the program's philosophy, schedule, routines, curriculum, and skills expectations. Exchange visits between programs are one way to gather this information and make the planning easier. When possible, the sending program should introduce the child to skills that will be needed in the new program as well as new routines. Staff should also prepare the family for differences in the level of family contact or support.

- *Family planning.* Families should have the option to participate in all phases of transition planning and should be provided with the anticipated sequence of activities and a timeline for completing the transition. Families can be encouraged to visit the new placement option and meet with the new staff. Families should be included when the child and family needs are identified and prioritized at the placement conference, and they should participate in any decisions regarding child placement. They can help prepare the child for the transition by taking the child for a visit to the new program, discussing the change, and including skills and routines expected in the new program in their daily home activities.

Promising Programs

In recent years, a number of programs, supported in part through the Handicapped Children's Early Education Program, have developed models for planning and facilitating the transition of young children between programs. Brief descriptions of four current programs follow:

Project BEST

Advance planning and communication between the sending and receiving programs and the home are emphasized in the BEST model (Building Effective School Transitions). A manual includes guidelines and sample formats for (a) developing interagency agreements; (b) communicating between the home and service program; (c) involving families in decision making; (d) constructing a timeline for each child's transition; (e) identifying local agencies for referral; (f) preparing the child for a change of programs; and (g) evaluating the family's and program's satisfaction with the transition process.

A three-part conversation guide, the *Transition Planner,* assists families in identifying and prioritizing child and family needs related to the transition. A skills readiness survey is completed by the sending and receiving teachers to identify similarities and differences in program expectations several months prior to the transition. The materials have been developed and field-tested with children moving from preschool programs to elementary school programs. For further information, contact Tommy Johnson or Robin Hazel, Bureau of Child Research, University of Kansas, Lawrence, KS 66045, 913-864-3050.

Project STEPS

The STEPS model (Sequenced Transition to Education in the Public School) presents a community-wide interagency approach to helping children with handicaps and their families make a successful transition from a preschool program to the least restrictive environment in the public schools at the kindergarten or elementary level. The model was developed among seven diverse preschools working in active collaboration with the public school system. The preschools included specialized preschools for the handicapped, integrated preschool programs, Head Start, and community agencies serving at-risk children.

The project replication manual describes procedures for establishing an interagency group and negotiating and implementing transition timelines and procedures. Sample procedures and forms for this administrative component are provided. Strategies for staff development in the sending and receiving schools are identified. These include training and cross-program visitation. The Helpful Entry Level Skills Checklist is a quick screening device that staff can use to identify social and behavioral skills that help children to be independent and enhance their successful placement. An instructional strategies document correlating to this checklist is also available. The parent involvement component presents a multilevel approach ranging from one-on-one counseling to group training. For further information, contact Peggy Stephens, Child Development Centers of the Bluegrass, 465 Springhill Drive, Lexington, KY 40503, 606-278-0549.

Project TEEM

Project TEEM (Transitioning into the Elementary Education Mainstream) has developed a model that enables school systems to establish and implement a transition planning process. The model is designed to address the concerns expressed by families and professionals regarding entry into the public school, promote the implementation of best practices, and facilitate the transition of all children with handicaps from preschool into the regular kindergarten and elementary school mainstream.

There are two major components of the model. The first component delineates best practices across the following steps: (a) establishing a transition planning team comprised of all key individuals; (b) informing and involving the child's family; (c) preparing the child and local elementary school prior to placement; (d) planning the child's social and educational integration; (e) monitoring and supporting the child's placement; and (f) planning future transitions.

The second component provides guidelines for systems to develop a transition process. Included are guidelines for (a) eliciting system-wide commitment and involvement; (b) developing written procedures that encompass the best practices and promote timely and systematic transitions; and (c) identifying and obtaining the training and resources to establish and support the transition process. For information, contact Michael Conn-Powers, Jane Ross-Allen, or Susan Holburn, Center for Developmental Disabilities, 499C Waterman Building, UVM, Burlington, VT 05405, 802-656-4031.

Interagency Transition Model

The objective of this is to ensure a planned transition for young children with special needs who are moving from one primary service provider to another. The model provides direction to administrators, assessment, and direct service personnel, and parents as they plan and carry out transitions.

The *Troubleshooting Guide* assists model users with identifying problems related to their current transition practices. Completion of this guide results in a prioritized list of issues, which then directs users into the strategy section of the model. Strategies are presented in six issue areas: transfer of records, timing of transition events, awareness of programs, parent involvement, decision-making process, and post-placement communication.

Required actions, guidelines, and necessary forms are included with each strategy. Participating agencies are encouraged to modify strategies and forms to fit their specific needs and existing practices. An evaluation plan assists users with examining overall outcomes as well as the effects of individual strategies. Model procedures have been field-tested and replicated by numerous early intervention programs, school districts, and Head Start programs representing urban, suburban, and rural locales. For additional information, contact Pam Tazioli or Gene Edgar, Experimental Education Unit, WJ-10, C.D.M.R.C., University of Washington, Seattle, WA 98195, 206-543-4011.

Conclusion

The four programs described above provide exemplary practices in planning and coordinating transitions in one or more of the following areas: interagency planning, program planning, and family planning. The sample of four are not the only programs addressing the issue of transitions. Many early intervention programs are developing a transition component to ensure that the gains children make in the preschool transfer and maintain in subsequent school programs.

Transition programming provides children and their families with a bridge between the comfortable and well-known program and the new and often unknown program. The journey can be one of excitement, challenge, and success if programs provide the map and a sound structure for the trip.

References

Hains, A. H., Fowler, S. A., & Chandler, L. K. (in press). Planning school transitions. Family and professional collaboration. *Journal of Division of Early Childhood.*

Johnson, T. E., Chandler, L. K., Kerns, C. M., & Fowler, S. A. (1986). What are parents saying about school transitions? *Journal of the Division of Early Childhood, 22*(1), 10- 17.

Susan A. Fowler (CEC Chapter #665) is Associate Scientist, Bureau of Child Research, University of Kansas, Lawrence.

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PROJECT TEEM

Center for Developmental Disabilities
UVM, Burlington, VT
TEEM OUTREACH, January, 1990

Critical Activities and Timelines for Transition Planning

Critical Activities for Transition Planning	**Timelines**								
	Two Years Prior to Transition			One Year Prior to Transition			Enrolled in Kindergarten		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Families should be provided with information about the school's transition policies and procedures.	├	─	─	─	┤				
Families' goals for their child's transition, the types of information and support needed, and their desired level of participation should be determined as part of the transition process.		├	─	─	┤				
Families should be able to receive assistance in obtaining the desired information, support, and opportunities for participation in planning their child's transition.		├	─	─	─	┤			
Local elementary school staff should be informed well in advance about children with special needs who will be entering kindergarten.		├	─	─	┤				
Early childhood special education and elementary school staff who will collaborate with the child's family to initiate and coordinate the transition planning process should be identified early in the transition process.		├	─	─	┤				
The child's potential kindergarten classroom placement should be identified early in the transition process.		├	─	─	─	┤			
A transition planning team should be established for each child.		├	─	─	┤				
The child's individual transition plan should be developed well in advance of entry into kindergarten.		├	─	─	┤				
The school should obtain necessary resources including personnel, instructional materials, and adaptive equipment, and should complete building improvements.		├	─	─	─	─	─	┤	
Public school staff should obtain necessary training and technical assistance.		├	─	─	─	─	─	┤	

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Critical Activities for Transition Planning	**Timelines**								
	Two Years Prior to Transition			One Year Prior to Transition			Enrolled in Kindergarten		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Skills for enhancing the child's successful participation in the kindergarten classroom and elementary school should be identified.	├──	───	───	──┤					
Teaching and management practices and routines used in the kindergarten classroom should be identified.	├──	───	───	──┤					
The child should be taught the enabling skills and, if appropriate, kindergarten routines and teaching practices should be integrated into the child's preschool program.				├──	───	──┤			
Strategies for promoting the child's participation within each kindergarten and school activity should be determined.						├─┤			
The family and elementary staff should identify the methods they will use to share information once the child is enrolled in kindergarten.						├─┤			
Elementary school staff should monitor the child's participation in the kindergarten classroom and other elementary school settings.							├──	───	──┤
Early childhood special education staff should provide the child, family, and elementary school staff with follow-up support.							├──	───	──┤

TRANSITION PLANNING PACKET

This packet contains forms to help plan for transitions of children with special needs from early childhood programs into the elementary school mainstream. A school or district can use these forms or adapt them to address their unique needs. The forms are grouped according to purpose. The forms used and timelines for use will vary according to the amount and type of transition planning required for each individual child.

Sharing Information About the Child

Early Childhood Student Information Form

This form allows the early childhood staff to summarize the strengths, needs, and learning style of the individual child and share this information with administrators and other planning team members. The form also enables the early childhood staff to list out recommendations for potential needs (e.g., special education services, adaptive physical education) once the child enters the elementary school.

Drafting the Individual Transition Plan

Checklist for the Transition of Individual Students or Individual Transition Plan

Either of these forms can be used to draft the child's individual transition plan. School or district transition procedures can be written onto the Checklist and appropriate ones checked off as they occur for the student. The Individual Transition Plan can be used to list specific activities which must occur around a child's transition prior to, and after, he or she enters the elementary school.

Determining School Accessibility

Assessment of School Environments

This form is a checklist to determine accessibility across school settings and to facilities and equipment. A sending or receiving staff member can assess the physical environment once so that the information is available for planning for all transitions. Information can be kept on file and updated as necessary. The form should be available for review by the early childhood staff, administrators, and a child's individual planning team to determine if any adaptations are necessary before the child enters the school (e.g., building a ramp).

Identifying Skills Critical for Functioning in Future Classroom Settings

It is recommended that the activities on these checklists and observation forms be carried out in the fall of the school year so that the results are based upon skills and routines appropriate for entering kindergarten children.

1. Classroom Survival Skills Checklist

Receiving classroom teachers will complete this checklist. The checklist allows the teacher to indicate which skills he or she feels contribute to a child's successful participation in the kindergarten classroom, i.e., skills that are "important." The receiving classroom teacher is also asked to identify which of the "important" skills are critical for children to have in order to participate successfully.

2. Classroom Observation Form

This form is to record observations made in future classroom settings. The cover page of the form lists questions which the observer(s) (e.g., early childhood staff) can review prior to an observation. The questions provide a structure for looking at the physical and social organization of the classroom routine, and the management and instructional strategies of each activity. The information collected can help the early childhood staff determine how they might modify their own structure and curriculum to reflect some of the practices of the receiving classroom.

3. Survival Skills Checklist and Classroom Observation Follow-up

This form provides a format for the sending staff and receiving classroom teacher to discuss and validate results of the Survival Skills Checklist and Classroom Observation Form. The primary purpose is to agree upon which skills are critical for a child to participate successfully in the receiving classroom. If there is more than one receiving classroom, it is suggested that sending program staff compile a list of the critical skills identified by classroom teachers and list them on the Individual Skill Assessment.

4. Individual Skill Assessment

This form provides a means to determine critical skills which need to be addressed for a specific child during his or her last year in the early childhood program. The critical skills for classroom participation, identified through survival skills checklists, classroom observations, and follow-up meetings, can be listed on the form. The early childhood staff can identify which skills the child has, which are emerging, and, together with the receiving teacher (and possibly other planning team members) identify skills which should be incorporated as goals in the child's Individualized Education Program (IEP) during his or her last year in the early childhood program.

This information collected about the school and classroom environments should be reviewed periodically and updated with the addition of new teachers, and/or if there are significant changes in a specific classroom structure or routine.

Preparing Receiving Personnel

Identification of Training and Technical Assistance Needs

This form enables the transition planning team to specify individual activities (e.g., inservice training for staff, specific consultation with a school bus driver) necessary to prepare receiving school personnel (staff and students) for integrating and educating the child.

Final Placement Planning

The Integration Plan

The Integration Plan facilities, to the maximum extent possible, the child's integration into the daily classroom/school routines and successful adjustment to the new setting. The Integration Plan consists of three parts:

1. Daily Schedule/Activities

This form can be used in the final stage of placement planning. It should specify, for each child, his or her daily schedule or the different activities in the future placement. Team members can then determine, for each school or classroom-related activity, whether any adaptations, additional resources, and/or integration strategies are necessary for the child to participate successfully.

2. *Monitoring Plan*

This form can be used to check on the child's progress in the new setting. The form also specifies strategies for obtaining information and/or assistance from the former early childhood teacher after the child is enrolled in the local elementary school.

3. *Home-School Communication*

This form lists suggested strategies for sharing information between families and elementary school staff after the child enters the elementary school.

EARLY CHILDHOOD (EC) CHILD INFORMATION

1. Student: ______________________________ Date of Birth: ____________

2. Parents: ____________________________________ Town: ____________

3. Home School: ____

4. Anticipated Teacher: ____

5. Year Eligible to Enter Kindergarten: ________

6. Present EC Services: _____ Itinerant _____ Center based _____ Sp./Lang.

_____ OT _____ PT _____ I-Team

7. Comprehensive re-evaluation due by: ____________

8. Child's strengths:

9. Child's needs:

10. Medical information/developmental history:

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11. Child's learning style and behavior management information:

12. Anticipated service needs: Level: (monitoring, consulting, direct service)

_____ Regular Education ______________________________

_____ Special Education ______________________________

_____ Speech/Language ______________________________

_____ Occupational Therapy ______________________________

_____ Physical Therapy ______________________________

_____ I-Team ______________________________

_____ Adaptive P.E. ______________________________

_____ Other ______________________________

13. Anticipated adaptations needed (include physical, personnel, instructional):

CHECKLIST FOR THE TRANSITION OF INDIVIDUAL CHILDREN

Child's Name ______________________________

Sending Program ______________________________

Receiving Program ______________________________

Individual Transition Planning Team:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

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CHECKLIST FOR THE TRANSITION OF INDIVIDUAL CHILDREN

Procedures	Who	Date Projected	Date Completed	Comments

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Procedures	Activities	Individual(s) Responsible	Timeline (when)

INDIVIDUAL TRANSITION PLAN

Student: ______________________ Date: __________

Elementary School: ______________ Year Entering Elementary School: ______

Individual Transition Planning Team:

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

Procedures	Activities	Individual(s) Responsible	Timeline (when)

SECTION THREE
Staff Requirements to Implement Transitional Services

The development of a transitional package and related transitional services requires a coordinated and thorough, but not unusual, group effort among all professionals who provide services for children. Below is a list of responsibilities for each professional. Duties should be determined by the actual resources possessed and the child's unique needs.

Role of the Teacher

1. Package development

____ a. Compile information for "General Information" section
    ____ Play preferences
    ____ Learning patterns
    ____ Social history
    ____ Behavior programs
    ____ Reinforcers
    ____ Visual Screening results
    ____ Other
    ____ Current orthopedic concerns
    ____ Birth history
    ____ Medical history
    ____ Medications
    ____ Allergies
    ____ Dental concerns
    ____ Hearing screening results

____ b. Individual Education Plan (IEP) development
    ____ Assessment and prescription for specific areas
    ____ Coordinate objectives recommended to provide transdisciplinary approach
    ____ Implement all approaches, activities, and equipment recommended or provided by all professionals. Evaluate the effectiveness of these and provide feedback to appropriate professionals

____ c. Serve as coordinator for child's individual transitional package

2. Training

____ a. Provide training to parents regarding management, approaches, equipment usage and maintenance, and educational objectives
____ b. Attend and participate in in-service training sessions for receiving school staff(s)
____ c. Provide information regarding behavioral management, cognitive development, social or emotional enhancement, and self-help skills to receiving staff

3. Advocacy

____ a. Provide information to support placement in the least restrictive environment
____ b. Participate in eligibility determination and placement meetings

Role of Therapists

1. Package development

____ Evaluate child's current functioning
____ Recommend activities and approaches for IEP
____ Determine, construct, and order recommended equipment for transitional package
____ Determine activities, management, and equipment to be videotaped or photographed
____ Provide script and captions for videotape or photographs
____ Provide commercial illustrations, handouts, journal articles, and instructions for inclusion in transitional package
____ Evaluate or revise equipment, activities, and management according to feedback

2. Training

- ____ a. In-house (sending agency)
  - ____ Demonstrate management techniques to other professionals involved
  - ____ Provide input to manage incorporation of respective objectives into daily classroom routine
  - ____ Provide information regarding "best practices" to other professionals involved
  - ____ Monitor teacher performance of management techniques and equipment usage
- ____ b. Receiving site
  - ____ Attend and participate in in-service training of receiving school staff(s)
  - ____ Provide additional information upon request

Role of Coordinator

1. Liaison

- ____ a. Professional
  - ____ Establish an advisory board composed of professionals from public schools and community agencies
  - ____ Schedule and attend subcommittee meetings to discuss and design transitional materials
  - ____ Establish initial contacts with all designated public school systems
  - ____ Schedule and attend planning conferences for individual transitional packages
  - ____ Arrange attendance and attend eligibility determination and placement conferences
  - ____ Supervise follow-up interviews and information
- ____ b. Parental
  - ____ Orient parents to transitional program
  - ____ Survey parents about concerns and informational needs before the transition
  - ____ Supervise parent training workshops
  - ____ Coordinate visits of parents and professionals to receiving school sites
  - ____ Supervise follow-up interviews and information

2. Transitional Package Development

- ____ Supervise quality and timeliness of individual package development
- ____ Arrange and supervise videotape and photography sessions
- ____ Supervise transitional package deliveries to receiving school systems
- ____ Coordinate and attend individual in-service sessions at receiving schools
- ____ Supervise handicap awareness materials and resources to be used in public schools

Role of Receiving School(s)

- ____ Provide information regarding resources and needs of involved classroom
- ____ Assist in the design of transitional services through subcommittees, questionnaires, etc.
- ____ Consider sending staff information in eligibility determination and placement conferences
- ____ Participate in in-service sessions, follow-up surveys and comparisons for monitoring transitional services

SECTION FIVE

Interdisciplinary Approach to Transitional Package Development

The development of an interdisciplinary transitional package requires a coordinated, coherent team effort among all therapists, teachers, and the program coordinator. The following is an outline of the major responsibilities of all parties involved. It is suggested that this outline be used as a springboard for discussion and development by the Transitional Package Subcommittee.

Evaluation

Each professional involved in an individual package will, for his or her respective area:
____ Schedule evaluations of the child's current functioning
____ Document the findings of the above evaluations
____ Submit the evaluation report to the coordinator for that package

Prescription

Upon evaluating a child, the teacher or therapist will, for his or her respective area:
____ Determine basic goals and objectives appropriate for an IEP
____ Submit a list of such goals and objectives to the package's coordinator (see Coordination below)
____ Provide any illustrations appropriate to demonstrate recommended handling or positioning practices
____ Submit a list of all equipment recommended for the transitional package
____ Submit suggested activities, positions, management or "best practices" recommended in the transitional package as appropriate for the videotape

Coordination

All professionals involved in an individual transitional package will, for their respective area:
____ Attend transitional package planning conference(s) to discuss and combine goals, objectives, and approaches for the development of the individual transitional package
____ Submit lists of equipment, audio visual materials, goals, objectives, illustrations, and evaluation reports to the package's coordinator (see above)
____ Discuss possible dates for videotape or photography session
____ Provide handouts, journal articles, general instructions, and other supplementary material that might be needed

Equipment

Each professional involved in an individual transitional package will, for his or her respective area:

____ Design or order the adaptive equipment recommended (this is limited to personal adaptive equipment)
____ Construct, or contract for the construction of, adaptive equipment recommended
____ Arrange a period of time for the child to use the equipment
____ Check for feedback from teacher, therapist, or parents regarding equipment fit and functionality
____ Submit all equipment to the package's coordinator on or by specified target date

Audio Visual Materials

Each professional involved in an individual transitional package will, for his or her respective area:

____ Arrange to be present at the video or photography session at the designated time with all necessary materials and equipment
____ Provide a script for the videotape section
____ Provide suggested captions for all photographs suggested

PARENT PROGRAM SURVEY QUESTIONNAIRE

1. What topics would you like to learn more about during this school year? (What particular needs do you have in planning for and working with your child? Are there agencies about which you want more information?)

2. To get new information and assistance, would you rather hear speakers, watch videotapes, participate in small group discussions, or have an individual education session?

3. In your opinion, how can our staff be helpful in preparing both you and your child for the transfer into a new educational program? What needs do you have that you would like help with?

4. What time of day and day of the week is most convenient for you to participate in the Parent Training Program?

5. Would you like to have printed material on "working with your child" available? If so, would you rather use a parent library or receive handouts at seminars or information from other community agencies?

PROJECT BEST
Preschool Transition Project
Transition Plan

Child: ____

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 19_____/_____ school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: ____

Neighborhood School: ____

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

A-H8

Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished

A-H8

Preschool Transition Project
Transition Plan

Child: ______________________________

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten with speech services

Neighborhood School: Utah Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. PTP staff will contact school district to discuss process for getting R.N. speech services.	M. Innocenti	May 15, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. PTP staff will send end-of-year records to school district.	M. Innocenti	May 30, 1987	
3. Parents will contact school principal to discuss R.N.'s placement. Other contacts will be made based on #1 recommendations.	Parents	May 30, 1987	
4. Parents will stay in close contact with teacher during school year. Provide teacher report to teacher if necessary.	Parents	1987/88 School Year	
5. Parents can contact PTP staff for advice if necessary. (Mark Innocenti 750-1234)	Parents	As Needed	

Preschool Transition Project
Transition Plan

Child: ______________________________

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Self-contained

Neighborhood School: West Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. SIP staff will send letter to XYZ school district to introduce F.S. and give recommendations.	M. Innocenti	May 15, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons	Title	Date

Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. SIP staff will send records to school district.	M. Innocenti	May 30, 1987	
3. Parents will contact school district regarding F.S.'s placement.	Parents	May 30, 1987	
4. F.S.'s parents will contact SIP staff to inform of placement.	Parents	Sept. 15, 1987	
5. SIP staff will send teacher records.	M. Innocenti	Sept. 15, 1987	
6. F.S.'s parents may contact SIP staff with questions or other. (Mark Innocenti 750-1234)	Parents	As necessary	

Preschool Transition Project
Transition Plan

Child: ______________________________

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten

Neighborhood School: Brown Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. U.K. is recommended for enrollment in regular kindergarten at the Brown School. Parents will contact the principal to	Parents	May 30, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons Title Date

______________________________ __________

______________________________ __________

Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
discuss U.K.'s medication needs and classroom placement.			
2. PTP staff will send U.K.'s records to parents for their files.	B. Fiechtl	June 5, 1987	
3. Monitor U.K. through the school year, through the teacher, to keep informed of progress.	Parents	Monthly 1987/88	
4. If speech services are desired, inform U.K.'s teacher for school to do testing.	Parents	If Needed	
5. If you have questions feel free to call Mark Innocenti 750-1234.	Parents	As necessary	

Preschool Transition Project
Transition Plan

Child: J.B.

The following plan states the steps that the parents (and/or guardian) of the above named child (hereafter referred to as the child) and the staff of the Preschool Transition Project (PTP) will take, at the beginning of the 1987/88 school year, to ensure an orderly transition from the PTP to the school district for the child.

Recommended Placement: Regular kindergarten

Neighborhood School: South Elementary

In completing this plan, please write out the step to be taken, who will be responsible for the step, and by what date the step will be accomplished.

Step	Person Responsible	Target Date	Date Accomplished
1. Provide the parents with J.B.'s reports for their file.	B. Feichtl	June 5, 1987	

This plan has been read and agreed to by the following parties. A signature on this plan imparts permission for the person responsible to contact other significant persons (e.g., teachers, principals, etc.) necessary to complete the step. These contacts are only to include information relevant to completing the objective of the step.

Persons Title Date

Preschool Transition Project
Transition Plan

Step	Person Responsible	Target Date	Date Accomplished
2. Sign J.B. up for school round-up to get him on school records.	Parents	May 31, 1987	
3. Contact school principal to discuss J.B.'s classroom placement, once school placement is determined.	Parents	Sept. 1987	
4. Talk to kindergarten teacher to discuss J.B. Provide him/her with teacher report from Barbara.	Parents	Sept. 1987	
5. Monitor J.B.'s behavior on consistent basis with J.B.'s teacher.	Parents	1987/1988 School Year	
6. Contact Mark Innocenti if advice needed or problems occur 750-1234.	Parents	1987/1988 School Year	

LEVEL: ADMINISTRATOR

GOAL: **#4** Be informed of model practices and processes in transition planning.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will promote the adoption of planning strategies that are in accordance with models in ECSE.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss the model currently in place in each county for transition planning.		1. Point out positive aspects of models currently in place.
2. Solicit from participants sugestions for changes in their roles/practices in promoting successful transitions for preschool-aged children with disabilities.	2. Handout (A-H9) *The Principal's Roles in Mainstreaming*	2. Handout may be used if you wish to emphasize transitions into regular kindergarten.

THE PRINCIPAL'S ROLE IN MAINSTREAMING

Robert Bogdan and Douglas Biklen

Our observations substantiate what other researchers have found — the principal is crucial to the success of any school program. Principals make a difference in mainstreaming (Davis, 1977; Gage, 1979; and Robson, 1981). Some programs may succeed without the active support and involvement of building principals. But a program cannot succeed where the principal is opposed, or negatively disposed, to mainstreaming.

Why would a principal be for mainstreaming? Some principals are motivated by moral and legal reasons — mainstreaming is right. Some we met had close relationships with people who had disabilities (e.g., they themselves, or a relative or friend had a disability) and felt personally committed to maximizing the opportunities for those with disabilities. One principal told us she was dedicated to heterogeneity among her students as a method of teaching about life. To her, mainstreaming was synonymous with good education. But principals, more than any other respondents to our questions, gave practical reasons for mainstreaming.

In talking to principals, we were amazed to find that the same objective conditions could be used on the one hand as a practical reason not to mainstream and on the other hand as a practical reason *for* doing it. Let's look at two such contrasting situations:

Case A: Ms. Able is the principal of a six-hundred-student middle school that faces declining enrollment. The decreasing number of students plus the budget cuts has led to rumors that the school is expected to close. Because of incidents in the neighborhood after school, Ms. Able is concerned that the school is getting a reputation of being "out of hand." There is some indication that middle-class parents are increasingly sending their children to local private schools. She defines her job as stabilizing the school and attracting a higher percentage of the middle-class students. Ms. Able believes children with disabilities will contribute to the school's reputation as a place for problems. She has made it clear that she does not want more labeled children in her school.

In addition to this image issue, Ms. Able says she has "enough to handle" (decreasing enrollments and decreasing budgets). She doesn't need additional worries such as administering the special arrangements necessary for children with disabilities.

Case B: Mr. Brim is the principal of Mesa High School located in the same district as Ms. Able's middle school. In fact, Ms. Able's school is a feeder school for the Mesa High School. There are three other high schools in the district and there is intense competition between the schools. This competition is not only in sports but in getting scarce resources. Each principal vies for personnel and money. Mr. Brim has some of the same problems that Ms. Able is facing. There has been a declining enrollment and his budget has been cut. In addition, Mesa High School has a problem in regard to racial balance. Forty percent of its students are minorities, a situation that could result in court-ordered desegregation. Mr. Brim has taken as a challenge improving the quality of his school and thereby attracting the better students who might otherwise go elsewhere.

Mr. Brim embraced the idea of mainstreaming. In fact, he has pursued the development of special programs in his school. The school has the first high school learning disability program in the city as well as programs for students with autism and students who are moderately, developmentally delayed.

Mr. Brim sees mainstreaming as a way of helping him solve his problems rather than a way of compounding them. By encouraging the development of programs, he sees himself bringing more resources and more students to the school. Rather than seeing it as tarnishing the school's image he sees the program as enhancing it. Because some of the children with disabilities are outside of the geographic area served by Mesa High School, he sees the programs as public relations for the brothers and sisters of children with disabilities and their neighbors, hoping that they will take advantage of the mainstreaming programs as part of the training of high school students in health services.

The intention of telling the stories of Able and Brim is not to diminish the real problems faced by Ms. Able. The situations are much more complicated than we present them. But, factual circumstances aside, there is a distinct difference in the perspectives of Ms. Able and Mr. Brim. Mr. Brim attempts to use the district's mainstreaming thrust to solve existing problems. Ms. Able sees mainstreaming as compounding her problems. Principals are for mainstreaming when they can see it benefiting the school as a whole and if they can work out ways of using it to accomplish their own goals.

The pro-mainstreaming principal is optimistic, the person with the half-filled glass, the person with the better mouse trap, the person who can envision opportunity from different perspectives.

SELF-EDUCATION

Who's in Charge?

Whom do special education and students with disabilities belong to? For years principals were taught that special education belonged to someone else, the specialist — it was usually located somewhere else too, in a segregated special school. Further, with the establishment of directors of special education in central offices across the country, even if programs for the disabled were in regular schools, principals have been encouraged to leave the responsibility for special education to the experts.

We found, however, that successful mainstreaming entails the principal's taking charge. Students with disabilities have to be considered as belonging to the school first. The specialist down at the central office comes second. Just as principals bear responsibility for nondisabled students and their programming in their buildings, so too must they assume that kind of responsibility toward the mainstreamed student. The principal, by embracing special education, conveys to the rest of the school that "this student belongs here." In some schools we visited, this take-charge attitude of the principal in regard to his or her responsibility for disabled children was present. In others, it was not. Symbolic of the latter, one observer asked a principal how many students he had in his school. The principal responded, all too characteristically, "Four hundred thirty-three and then fifty-two handicapped." This "them and us" attitude at the principal level undermines the basic focus of mainstreaming.

Principals who demonstrate a commitment to mainstreaming tend to take the lead in selling the concept to the various school constituencies, including students, teachers, support staff, parents, district officials, and the public. Their effectiveness in building support for integration is directly proportional to their ability to work with each group. For example, administrators who regard parents as intruders or as a necessary annoyance will likely have more complaints from parents. Parents will feel alienated. Parents' ideas about how to make integration work will be lost. Parents as allies and salespeople of the program will be lost. In the chapter on parents, we examine effective strategies by which principals and parents can collaborate in integration. What we found and now suggest is that principals need both a positive orientation and the practical strategies to implement it.

On Being a Good Example

Mr. Peters is a thirty-five-year-old, lively, highly motivated junior high school principal who supports mainstreaming in his school. In fact, last year he volunteered his school to the central office, which was looking for a place to put two "trainable mentally retarded" classes that were previously located in a segregated self-contained facility. He has been conscious of these students' isolation, and this year he has been working with the teachers to integrate the students more fully. He has facilitated the students' integration into gym, the lunchroom, and industrial arts. He has further plans for integration for the future.

While in many ways Mr. Peters is an advocate for mainstreaming, he is unaware that his own way of talking to and behaving toward those labeled "trainable" gives messages that inhibit mainstreaming. Observe, for example, his encounter in the hall during class change with Billy, a thirteen-year-old student in one of the classes mentioned earlier:

Billy is walking up one side of the hall, going to an integrated shop class. He is accompanied by a teacher's aide, Ms. Andersen. Mr. Peters is walking down the other side of the hall when he sees Billy.

Billy does not have a hearing impairment, but Mr. P. talks to him as if he does. In a very loud voice he says, "How was the trip to the vocational program?" Mr. Peters has a big smile on his face and appears to be self-conscious in Billy's presence. Many people are looking at Mr. Peters and Billy because it is unusual for the principal to stop someone in the middle of the busy hall to talk.

Billy is red in the face and grinning ear to ear. Mr. Peters continues, "You go down town." He is still speaking loudly. He puts his hand on Billy's shoulder and gives a patting motion. He pronounces his words as if he were talking to a non-English speaker. He talks in broken English. Billy, who now has his head down and is blushing, responds, "Yha."

Mr. Peters remarks further, "Going down to shop hey. Hey, I saw the bird feeder you are making and it is absolutely fantastic. You're going to have to go into business." Turning to the teacher's aide, Mr. P. continues, "Did you see Billy's bird house? Fantastic. If it were big enough, it would be nice enough to live in yourself."

Then Mr. Peters lowers his voice, speaking to Ms. Andersen as if Billy weren't present, "Did you talk to Billy's parents? They wanted to see you about his bus schedule."

Ms. Andersen responds, "Yes, I did."

Then Mr. Peters, again in a loud voice, concludes the conversation, "Okay, good — take care. 'Bye Billy."

No matter how well-meaning, most people feel ill at ease and self-conscious in the presence of those with disabilities. The disability takes on exaggerated proportions. It can stand in the way of treating naturally the person behind the disability. Fortunately, through contact with particular people with disabilities, the self-conscious, ill-at-ease behavior passes. With enough contact, people can overcome this tendency completely.

Mr. Peters has not. In the encounter we just observed, he exhibits many of the behaviors of a person uncomfortable with disabilities. These behaviors include

- Praising excessively — people who feel ill at ease often exaggerate their praise of what the person with the disability does.

- Treating as a child — praising excessively is just one of a series of actions that fits the pattern of treating a disabled person as a child. Speaking in a condescending, all-knowing way does this as well.
- Speaking loudly — a person who has one disability (e.g., mental retardation) does not usually have others (e.g., hearing impairment).
- Being overly familiar — use of familiar names, touching and putting hands on a person with whom you are not particularly familiar.
- Talking about the person to another in front of the person as if the person is an object.
- Joking, as a way of avoiding a person.
- Singling the person out by disability unnecessarily.

When Mr. Peters did these things he thought nothing of them. In fact, he thought he was being friendly, showing his interest. Often students do not interpret these gestures negatively. Students may not feel self-conscious, embarrassed, and ridiculed. In some cases the student may enjoy such interaction. But as the leader of the school, the principal provides an important role model. Such treatment tells the rest of the school that the student with a disability should not be treated seriously. It also encourages the student with a disability to assume the role of the clown or of the child. People tend to live up to others' expectations. Thus, treating a person stereotypically may result in producing stereotyped behaviors. Be aware of the subtle ways in which gestures and conversation tell others how to think.

There are some other ways in which principals can present a good example. For example, it is typical for people to see a disability as the cause of bad things that happen. All students, classes, and teachers have problems, but many times when students with disabilities have problems these are erroneously linked to the disability rather than just being thought of as problems. In some areas students with disabilities have fewer problems — students in wheelchairs cannot run in the halls, or climb on roofs. But they can have wheelchair races.

Don't Leave It to the Experts

Maribeth Allen was born with severe athetoid cerebral palsy. She has normal intelligence, yet she cannot speak. She can make certain sounds. She smiles to say yes and raises her hand. She keeps her mouth closed and looks off to the right to say no. She can communicate other simple messages, such as that she wants to eat, by using American sign language symbols with her hands, but even this is difficult because her movements are rigid and erratic as a result of her severe cerebral palsy. She understands everything said to her. She attends regular classes and has the assistance of a full-time aide in the classroom.

Her teacher has been pushing the evaluation team to approve his recommendation that Maribeth have a computer and voice box to use as an augmentative communication system. The teacher wants this put in the individual education plan. The teacher has discussed this with the parents. They are as enthusiastic about the proposal as the teacher.

This recommendation raises several important issues. Who should decide whether a school district will provide an expensive piece of equipment such as an electronic augmentative communication system to a student as part of the individual education plan (IEP)? The teacher? The principal? The special education director? The assessment and classification team? Should the district have a policy with respect to augmentative communication? How much does the principal need to know about disabled students and augmentative communication in order to get involved in these issues?

Most school districts have policies regarding program equipment. And most districts rely on the judgment of the assessment and classification team to decide when a student needs such equipment as part of the program. It should be noted that special education directors and/or assistant principals may sit on the assessment and classification team. Principals become involved at every stage. If there is resistance in the special education department to the teacher's recommendation, the principal may have to advocate the teacher's proposal. If principals fail to get involved, then they leave such programming decisions exclusively to special educators, even though the actual decision usually hinges on him.

STAFF DEVELOPMENT

Teacher Support

A teacher of severely autistic children in a regular elementary school had a problem. The other teachers in the school as well as the administrative staff did not know what she was doing with and for her students. They seemed to steer a wide berth around her. She felt that the other teachers probably regarded her students as a bit strange. After all, each time she took the class to the lunchroom, one of her students would let out a yelp or two. Several others would flap their arms. And still others seemed unable to respond to people who spoke to them. Indeed, they might seem a bit strange. But this teacher desperately wanted the other teachers and staff to understand the children and the education she was providing them.

To accomplish this she needed support. A resource staff person gave her that support. The same support could easily have come from the teacher's principal. The resource staff, part of a roving, regional team, came into the class several times and made videotapes of the students. He recorded classroom activities on videotape. He prepared "before and after" video clips of students. One student who did not know how to hold a piece of chalk, learned to hold it and to write letters. A child who, when she entered the classroom, had been afraid to touch anyone, was shown touching other children and the teacher. A student who had not yet learned to speak intelligible language was shown using sign language.

The teacher then asked for time at a regular faculty meeting to show the videotape and to describe what she was trying to accomplish in the class. Immediately upon showing the videotapes to her fellow teachers and to the administrators, they began to take an interest in her work. They began to ask serious questions about the educational needs of individual students in her class. They even began to suggest having their classes do more common activities with her students. Special education was no longer an odd appendage at this school, it was part of the school.

Integrating Special Education Teachers

Students with disabilities are not the only people who have been segregated, stigmatized, and made to feel that they do not belong. Special education teachers and disability specialists have, by choice, by circumstance, or by habit, been left out of the mainstream of American education. The housing of special education programs in separate buildings or in basements or in special sections of schools meant that teachers who worked with special education students were cast as being different, as not part of the normal teachers' world. Some reacted by building an identity about serving the special, feeling quite comfortable with their angel-of-mercy image and isolated status. Others felt separated but could do nothing about it. After a while, they gave in to their special status and did not object to regular teachers and administrators when they were told: "You must have so much patience." "You are so giving. I couldn't handle it."

A-H9

With movement to integrate, the mainstreaming of teachers is as important as mainstreaming for students. This is not a simple matter. Some special education teachers feel comfortable in the role they have been forced to assume. Reinforced by years of being told that they are special and that their students need them, they are sometimes the leaders of the opposition for integration, even opposing the integration for themselves and for their students. In addition, many administrators are so used to thinking of special education teachers as a different species, they often do not know how to bring them into the fold, or for that matter what their place in the school should be.

Compare and contrast these two situations:

Case A: Mary Jones teaches in a deaf education program that is located in a local public school. She is one of four special education teachers who make up the program that is administrated by a special intermediate school district. She is paid by the special district and follows the special district calendar, which means that she has days off when the others teachers in the building do not, and is supposed to be on duty when the other teachers are not. The four classes that make up this program are located in one wing of the school building at the end of the hall. Although many of the deaf children are integrated, ostensibly in regular school classes, Mary and other teachers of the deaf, for the most part, stay in their area of the school. At lunch, the teachers of the deaf always eat together. A few have relationships that go back to when they worked at a segregated residential program for the deaf. Lunch conversation sometimes goes back to those good old days. Often, you can hear the teachers lamenting how it is impossible for regular class teachers to understand deaf children. Mary and the other teachers are not invited to the regular teachers' meetings that are held in the school of which their classes are a part. They do not even have mailboxes in the central office. Mary's students are more integrated into the mainstream of school life than she is. Her segregation inhibits their integration.

Case B: Marj Levey is a resource teacher. She is certified in special education. But she and the other special education teachers in the school in which she works do not have an exclusive relationship. Although her closest friend in the school is another resource teacher, she is in another wing of the building and both of them have a range of relationships with a variety of school personnel as well as students and both feel that they are treated just like the other teachers. If Marj has some free time, she goes to the teachers' room and chats, sometimes about business (e.g., one of the students she is working with is having a problem), but most of the time it is a time for just being social. Marj is invited to, and regularly attends, schoolteachers' meetings. The school principal knows her well and feels free to involve her in the various school activities. She is not reluctant to get involved, whether for chaperoning a dance or serving on a curriculum committee. She coaches the school's golf team and has daily contact with typical students through this activity as well as through her other undertakings. When the school play came up, she volunteered to be one of the main ticket sellers, an activity in which she got some of her special education students involved. She asks for no special privileges because of the students whom she teachers nor does she expect to be treated as someone who is different. Her thorough integration into the school helps the special education students in her classroom make contacts with non-handicapped students and be part of the mainstream.

These vignettes illustrate some conditions and situations that should be fostered in attempts at promoting the integration of special education teachers.

1. Special education teachers should be on the same schedule and calendar as regular teachers.
2. The administration of special education programs should be an integral part of the total school structure and not serve to isolate special teachers from regular teachers.

3. Special education teachers should be invited to, and be expected to attend, regular faculty meetings and social events. Issues that special education teachers are dealing with should be brought up before the faculty as a whole. Isolated special education meetings should be kept to a minimum.
4. Special education teachers should be encouraged by both their physical location and by other means to be a regular part of the ongoing social and professional life of the teachers in the school. Regular teachers and special education teachers should be given every opportunity and encouragement to mix.
5. Stereotypes, such as the angel-of-mercy image and others that cast the special education teacher as someone who is categorically different from the regular teacher, should be discouraged. Cliches and joking patterns that leave these stereotypes unexamined should be discouraged.
6. Special education teachers should be put on all the mailing lists and receive all school notices, and so on, that regular teachers receive. Similarly, the regular class teachers should get memos, and so forth, that concern special education teachers most directly.
7. Special education teachers should have responsibilities with typical students. They should not be thought of as exclusively serving disabled students.
8. Special efforts should be made to make special education teachers feel at home and part of school life. Special education teachers should be, for example, given a mailbox that is not different from any other teacher's mailbox. Referring to special education teachers by their disability assignment ("she's the L.D. teacher") should be discouraged.
9. Special education teachers should be given leadership responsibility in the school (e.g., they should coach teams when appropriate).
10. Regular class teachers should be made aware of the potential isolation and discomfort that special education teachers may feel. Regular class teachers should be encouraged to go out of their way to include them.
11. Exclusive relationships among special education teachers should be discouraged in every way possible.

Staff with Disabilities

Having teachers, administrators, and other staff with disabilities on a faculty can be an important statement to students and adults about mainstreaming. Mainstreaming is usually defined as placing disabled students with their typical peers. In the course of our case studies we met individuals with disabilities working in schools. Although this number was small, they taught us to enlarge our definitions of mainstreaming to include enabling disabled adults to participate as staff in schools.

Disabled adults can play a significant part in making mainstreaming happen. The disabled teacher's experiences of growing up disabled can make him or her an effective and credible counselor as well as a resource to students and staff. The importance of the disabled staff member as a role model should not be underestimated. How can students with disabilities work toward a future if they do not have people in their immediate environment to whom they can look as illustrative of what is possible?

Typical students and teachers learn lessons, too, that people with disabilities function well in society, that they can fill positions of responsibility, that the nondisabled person need not be fearful, that you can overcome any discomfort you might have in being around disabled people, and that people with disabilities have an important place in schools.

Too often, affirmative action programs are approached with the spirit of doing the minority a favor. In talking to staff with disabilities, we learned of the benefits that accrue to students and schools when disabled adults are part of the mainstreaming plan. Their limitations offer advantages.

The students we talked with appreciated not having special names attached to their programs. They preferred to be known as being in "Mrs. Thompson's Program," for example, than being in the "Resource Room Program." They did not like to be associated with the title "Special Education" in any form. One school had a room with the words "Special Projects" on the door. While the meaning of the designation was unclear even to the observers, it was clear to the students; clear and negative. They didn't want to be associated with it.

If there is some uniform system of designating classrooms in a school, classes with special education students in them should have the same designations. A resource room should not be referred to as a "resource room" but rather as "room 202." One student asked us, "Why did they have to call Mrs. Thompson's program a resource room? Why not just call it a study hall?" Such nonstigmatizing names should replace more clinical designations.

Students are so sensitive to the special-name issue that they often evaluate teachers on the degree to which the teachers single them out by using special education designations. One child told an observer how much she disliked the gym teacher because she would give directions such as, "All special education students please move into the locker rooms." Another student told us how she and her friends grimaced each time someone on the school's loudspeaker identified special education classes, even if by an euphemism.

The principal can serve a key role in eliminating such embarrassing incidents. In the case of the loudspeaker, this can be done by direct monitoring. In other cases it can be done by reminder or example. There is a tendency to let such references slide, thinking that they really do not matter. Our observations suggest that they do matter greatly to students. Teachers and other school personnel are sensitive to being brought to task for these seemingly unimportant references. Tact is important in remedying the situation. Orders usually create anger. Explanation, education that appeals to students' feelings, often works best.

Name Calling

Imagine a school that serves disabled and nondisabled students. And imagine that in this school one is not referred to as *autistic, mentally retarded, emotionally disturbed, physically disabled, learning disabled,* or in any other way disabled. Rather, the staff refer to students by their names and, when necessary, refer to their learning needs or learning difficulties (e.g., John has difficulties in expressive language; Mary has difficulty with fine motor coordination).

The point is simple. When adults use labels, students pick them up. If adults use language that humanizes and individualizes rather than categorizes students, students will themselves be less likely to use the labels. We have observed that principals can provide "language leadership" by setting an example and by openly discussing the labeling issue with staff.

In the course of one of our integration studies, we spoke with a four-year-old girl who attends a school which integrates severely autistic and nondisabled students. This girl has no disability. While talking with her, one of us used the term *handicapped*. She asked, "What does handicapped mean?" We explained the term in a way that we thought she might understand. "Well, it means that a person has a hard time walking, or needs to use a wheelchair, or has a hard time talking, or has a hard time understanding things, or a hard time hearing or seeing," we said. "Oh, you mean like John. He can't walk," she told us. "We have two kinds in our class who have handicaps."

Her response surprised us. First, because she has three students in her class who have severe disabilities. And second, it occurred to us that she had attended this unique school program for nearly six months and had not heard the term *handicapped* used before. Our own observers at the school also did not hear the term used during their six months of observations. Besides her academic program, this student was learning that some of her fellow students had various differences, like not being able to walk or talk, yet she had learned to see these as qualities of the students and not as all-defining. She did not see these other students as "the handicapped." We asked her about these students and she was able to tell us about them as people, what they like and do not like, where they live, and what they are learning, and so on.

CONCLUSION

We began this chapter with accounts of two principals, one who viewed mainstreaming/integration as another potential headache and another who sees only opportunities. Ironically, both showed a variety of other problems in their schools (e.g., declining enrollments, integrations, desegregation concerns, school image problems). Yet they drew different conclusions about whether or not to support the integration of students with disabilities into their schools.

The point is obvious. Principals have a choice, to support or not support such integration efforts. And clearly, principals who choose to support integration programs can do so in practical ways. Our research of integration efforts suggests some major areas in which principals can support integration:

- Self-Education. Principals, like anyone else, can effect change only if they are willing to change. In other words, principals must have a plan for organizational change, but they must also regard the whole process as a learning experience. If they are not open to change, they cannot expect to find such openness among the rest of the school staff or in the community around them. Principals can pursue the goal of personal change by (a) learning about special education as opportunities arise, (b) by learning from disabled students and other people with disabilities, and (c) by asking others (e.g., parents, other administrators, and teachers) to review their integration efforts.

- Accommodations. Some people have feared that mainstreaming might be used as an excuse for saving money, for making no special efforts on behalf of students with disabilities. Certain measures that principals can take will cost money. Yet these measures cannot be avoided. Often they can be accomplished in a cost-effective fashion if carefully planned. These measures include such things as making a building architecturally accessible and providing for a quality classroom setting (i.e., providing large-type books for visually impaired students and amplification equipment for students with hearing impairments). Program location also plays a central role in facilitating or inhibiting integration. If special programs are located in school basements, in segregated wings of school building, or in otherwise lesser or different settings, we communicate the message that the teachers and students in these settings are also different, set apart. Principals can facilitate integration by (a) locating special programs in the physical mainstream, (b) scheduling educational services for students with disabilities in a fashion that is consistent with the scheduling patterns for all students in the school, and (c) by referring to special programs in terms similar to those used for regular education (e.g., room 101, art, music, vocational education, as compared to "the severe and profound room," "trainable art," "special music," or "educable voc. ed.").

- Staff Development. New programs require staff support. Principals can click staff interest and involvement by taking the initiative in (a) hiring staff who have disabilities, (b) providing staff education related to integration, (c) providing consulting teacher and other support to teachers who participate in the integration efforts, and (d) through systematic strategies to integrate "special" and "regular" education staff of the school.

- Designing and Recording Change. Principals who have a plan to support integration and who gather data, even personal, highly anecdotal data, throughout the process of implementing integration are better able to build enthusiasm for the enterprise. When people (i.e., teaching staff, parents, the public, school boards) see evidence of change, they are more likely to support similar changes in the future. They become optimistic about the change effort.

- Attitudes. Integration means more than having positive attitudes toward people with disabilities. But positive attitudes make a profound difference to a program's chances of success. Principals can lead the way in (a) challenging age-old stereotypes about disabilities, (b) providing a good example of natural interaction between nondisabled and disabled persons, (c) examining and altering certain language such as disability labels that unnecessarily set disabled people apart from nondisabled people, and (d) by openly exploring disability-related attitudes.

LEVEL: ADMINISTRATOR

GOAL: **#4** Be informed of model practices and processes in transition planning.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will promote the adoption of planning strategies that are in accordance with models in ECSE.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss article.	1. Handout (A-H10) *Marisa Goes Mainstream*	1. Relate discussion to how administrators might help to facilitate this process.

MARISA GOES MAINSTREAM
Providing Support and Structure for Learning

(The following describes important practices and considerations in integrating a child with a handicapping condition into a developmentally based preschool program. "Marisa," her teachers, parents, therapists, and classmates are a composite rather than the "ideal" people depicted here.)

We had just completed our planning for the first day of class for our new group of four-year-olds. Equipment was arranged and materials were set out neatly on their child-sized shelves; name tags for each child were completed; the schedule for the day was prepared; and materials for our planned activities were waiting. When the phone rang, I was surprised to find our social services coordinator calling to tell us that he had enrolled another child — Marisa.

"Marisa has some special needs," he told me, "and she'll be coming to your classroom three mornings a week. The other days she'll be attending the early childhood special education program at Target School."

"A handicapped child?" I asked. "What will we be able to do for her?"

"Marisa needs a good developmental program with children who are functioning normally. She needs a program that will reinforce and generalize the skills she'll be learning in her school program and she needs opportunities to learn language and social skills. Face it! Your classroom is the *best* place she could be!"

Though grateful for the compliment, I felt pretty unsure about what Marisa would gain from being with our group of four-year-olds and very uncertain that our philosophy and teaching methods would have anything to offer her. Here's what we learned.

It Isn't Necessary to Compromise Your Developmental Approach

Our classroom has always been a place where children were actively involved in learning. Exploration is encouraged, and a variety of materials are provided for children to touch, move, build, transform, or talk about. We believe that we have to address the "whole" child, so materials and activities that we use typically integrate a variety of skills in different developmental areas.

We also believe that teachers of young children should be "facilitators" rather than instructors. Formally structured learning activities had always been limited and we opted for teaching within the activities that children chose for themselves.

We discovered that, within our group of four-year-olds there was a developmental range of about 15 months. In addition, there was a wide range of skills in self-help, interaction and social skills, and independence in structuring learning activities. Some children simply needed more structure than others to get the maximum benefit from our program. We discovered that by focusing on children's developmental needs, we were able to provide the kind of structure and support needed on an individual basis. This was true for Marisa as well. Her requirement for some direct teaching didn't mean that we had to restructure our program to provide the same activities for everyone.

Gather as Much Information as Possible

From Marisa's parents I learned that she is developmentally delayed, has mild cerebral palsy, has had some heart surgery, and is of short stature for her age. I learned that she is not yet toilet trained, does not dress herself, and does not play well alone. I also learned about a great many things that Marisa *can* do and how her parents get her to do them — what they say to her or cues that they give her as reminders. I learned about her speech patterns and how she communicates with others.

When I went to Marisa's school to talk with her special education teacher I discovered that his information confirmed what Marisa's parents had said about her skills and her needs. According to Mr. Bartley, Marisa was functioning at about a two-year-old level overall with her major problems occurring in gross and fine motor skills and language. From the speech, physical, and occupational therapists who work with Marisa I learned more detail about their goals, strategies they had devised for helping her to learn, and, most important — their schedules.

We decided to do our own assessment of Marisa's needs. We wanted to see how she used her skills in our setting. By observing her, initially for several days to get a baseline idea about how she functions, and, eventually on a regular basis throughout the year, we discerned some interesting — and helpful — things about how she worked, learned, and interacted. For example, we discovered that Marisa would approach and watch a group of children but not attempt to join in. Maybe she didn't know how. We also noted that while she watched closely when we did fingerplays or songs, she didn't participate. She followed simple directions well, usually with some prompting if it was something out of the routine.

Structure Learning into Routines, the Environment, and Materials

A predictable daily routine is important for all young children. For Marisa we were able to use that routine to help her expand her ability to follow directions. Opportunities to observe the other children in daily routine activities such as hand-washing, meal routines, and getting settled for circle times provided models for participating in those activities.

We provided structure in the environment as well. Marisa tires easily, so we created a quiet space with pillows and soft animals and a few interesting toys where she can go to gather her energy. Because she is not good at monitoring herself, we try to be aware of when she needs restoring so that we can take her there or we try to find another child in need of some quiet play and suggest that he or she play a quiet game with Marisa in the "Soft Spot."

Children who are experiencing delays often have difficulty organizing themselves. We found this to be true with Marisa. To help her we discovered that we needed to make certain that the classroom was organized. This meant keeping shelves and materials neat and limiting the amount of materials available to her. Because of her developmental level, the materials that interested or were appropriate for Marisa were sometimes different from those used by the other children. We made certain that these were easily accessible to her by putting them on the lowest shelves where she could find and reach them. She soon learned to find the toys she wanted.

Adapt the Environment and Materials

Because we wanted Marisa to be an important participant in all activities and because we decided to expect similar behavior from her in participating — with support — we adapted a variety of things so that she could "do" for herself.

We soon found out that "prescriptive teaching" did not have to occur in a 1:1 isolated setting. We could develop plans for Marisa's skill and concept development and use them where she was playing. For example, one of Marisa's cognitive objectives was to begin to identify one color. If she was working with a formboard it was easy to provide some "direct instruction" by pointing out the color ("This piece is red."), asking her to show you the color ("Show me red."), assisting her to point to or pick up the red one, and reinforcing her efforts ("That's red!"). This same activity transferred easily into working with other toys she was interested in — small cars, the dishes in the dramatic play area, and using crayons. We discovered that we were able to support Marisa's acquisition of many new skills by this method.

"Task analysis" was another wonderful new technique and was particularly effective in helping Marisa learn self-help skills. We wanted Marisa to learn to put her coat on and take it off independently, so we broke the task down into small steps (takes coat off hook, arranges on floor, puts arms in sleeves, puts arms over head, etc.), observed to see what she could do independently, and used "physical assistance" to help her through the hard part, "verbal cues" to remind her of the next step, and smiles, hugs, and success for "reinforcement." Because we used this technique during a time when she would naturally be putting on or taking off her coat (arrival, outdoor time, going home), being ready was naturally reinforcing to her and we didn't waste her exploring and interacting time with endless "coat" drills. We used this same technique to help her learn the lunchtime routine, materials clean-up, balance skills, and tooth-brushing.

Concentrate on Functional Skills First

Many of the conceptual skills that we focus on with our four-year-olds were not appropriate developmentally for Marisa. We decided that there were other skills that were more necessary for her participation, independence, and learning to learn. We focused a lot of our attention on self-help skills and integrated her learning into times of the day when these would naturally be used. For example, during diapering time, we focused on learning to pull her pants up and down. At meal times we used physical assistance to help her serve her own food and gradually decreased the assistance as she became more proficient at getting the spoon from the serving bowl to her plate.

The skills needed to help her benefit from our developmental approach were a bit more difficult. Early in the year we identified that Marisa would need to learn how to imitate others, begin to initiate interactions with others, and learn to respond to attempts at interaction by others. We also looked carefully at her play skills and use of materials and found that instead of exploring the variety of possibilities of toys, Marisa would typically pick them up, put them down, put them in, out, on, etc.

During our large and small group activities we began to incorporate activities that required imitation. We started with imitating movement and gradually added verbal imitative responses. Our four-year-olds were quite proficient imitators so we included some fairly complicated body positions as well as some that would be simple for Marisa to pick up. We used a technique called "monitoring" to assist Marisa in imitating. To do this, we had one adult assigned to monitor specific children in the activity and provide reminders or physical assistance to support the child. Simon Says (the kind where Simon always says and nobody is ever out) became a popular activity in our classroom. We also used small group following direction games to help Marisa learn to respond. Because we could vary the complexity of the directions we gave, it was easy to include children with a wide variety of skills in any group with Marisa. We tried to use the command "Marisa, come and play" often and taught some of the other children to use it. By mid-year, Marisa would respond to a "come and play" overture by following and engaging herself in activities with other children, often imitating their actions and verbalizations.

Marisa's size made it difficult for her to reach the coat hook and the shelf in her cubby. Although at the beginning of the year she was unable to hang up her own coat, we nevertheless thought it important to make that skill possible for her so we cut out the shelf in our commercially made cubby, installed a new one — with a coat hook — a few inches lower, and, with some assistance, then some prompting, and finally, independently, Marisa could hang her coat.

Marisa's difficulties with fine motor skills made meal times a problem for her. Although she was able to feed herself, she had difficulty controlling her utensils to pick up food from her plate. Sometimes her efforts would make the plate move too. We solved that by purchasing (very cheaply) a plate with a strong suction cup on the bottom and with a curved edge at the back to keep the food on the plate.

We found that many of the materials that our four-year-olds were using were not appropriate for Marisa because of differing levels of difficulty or because of her motor problems. We purchased some new materials that were of more interest to Marisa as well as some items that were more suitable for her skills such as simple formboards and puzzles with knobs, large pegs, and a pegboard with big holes and soft toys that she could easily grasp. Often, however, she was as interested in the materials the other children were using but she used them in her own way. While other children were beginning to design elaborate structures with blocks, for example, Marisa was quite content to take blocks off the shelf — and put them back again. Both activities provided valuable and appropriate learning for the children involved.

The physical therapist from the school came one day to talk with us about Marisa's program. From her we learned that proper positioning is important in learning motor skills. Because Marisa is so small her feet dangle when she sits in a child-sized chair, the therapist suggested adding a foot rest to a chair. And that's what we did! Marisa was able to climb up into the chair and sit with her feet on the rest. This improved her ability to do any activities that needed to occur at a table because she no longer had to focus on keeping her balance in the chair and she was positioned better to use her arms and hands.

A major adaptation we had to make was a provision for diapering. We felt strongly that changing diapers was a private affair and not something to be done in the midst of play activities. We also discovered early that hygiene was an issue and that diapering time could be a learning time for Marisa. A parent donated an old changing table and, with a bright new vinyl covered pad, we had a diapering place. We put the table in the bathroom because — well — it's the natural place, and there was water there for washing hands — ours and Marisa's — and for washing the cover after each use. We stored all of her supplies on a simple bracket shelf above the table out of the reach and sight of the other children. Some interesting toys were rotated from the classroom or storage onto the shelves below. Before lifting Marisa to the table, she would pick a toy and we would talk about the toy and its possibilities during the diapering and clean up.

We didn't need to change nearly as much as we thought we would. The changes and adaptations we did make were primarily important in enabling Marisa to begin to be independent.

Integrate Special Education Techniques

Mr. Bartley, Marisa's special education teacher, taught us some great techniques to use to both support Marisa as well as increase her learning in all developmental areas.

Integrate Therapy into the Classroom

Because Marisa only spent two days a week in her special education program, it was difficult for her therapists to schedule time with her. After a few conversations with the therapists, we began to experiment with moving therapy into the classroom. Although it wasn't 100% effective, it provided many opportunities for her to learn skills in an environment where they would be used, and provided activities in which other children could join her to act as models for imitation, to expand their own skills, or just for the fun of it.

Marisa's cerebral palsy is the "floppy" rather than the spastic kind, and Jenny, her physical therapist worked hard on developing her arm, leg, and trunk strength. We set up a "push and pull" learning center where Jenny and Marisa would work, usually with a group of other interested children. Working in pairs or singly, children used their muscles to push and pull objects, equipment, and each other. Rowboats was a favorite of everyone's as children seated in pairs would join hands and pull their partner's body down over his or her legs — then the partner would pull back. One child decided that "Row, Row, Row Your Boat" was the perfect theme music for this activity so language via music skills were added. The kids got pretty strong and learned a lot of science concepts as well.

Marisa's Occupational Therapist, Diane, came every other week to work on fine motor and self-help skills. Usually Diane arrived with some really great ideas for the dramatic play area. Using our supply of dress-up clothes, she and Marisa would practice dressing skills. Often they played "shopping" with Marisa choosing the outfits she wanted to try on while other children helped her find things, oohed and aahed over her choices, or played cashier when she decided to make a purchase. Other activities were centered in the art area or manipulative table where Marisa worked on strengthening her grasp, holding a crayon, and learning to use her "helper" hand to hold paper while she scribbled circles.

For her language therapy activities, Marisa's therapist, Richard, provided activities to assist Marisa in learning to communicate. Because it was not necessarily appropriate for Marisa to be using full sentences at the developmental age of two, Richard focused on helping her learn the names for things and to use those names to request assistance. He began by playing "show me" in which he would name a toy and Marisa would guide him to it. Later, they practiced turn-taking by alternating the request and giving Marisa a chance to choose and request a toy that Richard would then get. Other children joined in this game, sometimes with outlandish requests and results.

Although Marisa's therapists sometimes needed to work alone with Marisa away from the activity of the classroom, most of their services were provided as part of the activities available to all the children. They were also careful to leave suggestions for working on Marisa's skills everyday to reinforce and maintain her learning.

Actively Engage the Child in Learning

We found that if we ignored Marisa she was not likely to involve herself with materials or activities or other children. It was important to make sure that she was doing something all the time although she did not always require an adult to closely supervise her activities. All of the movement and materials in our classroom made it difficult for Marisa to make choices. We helped her to do that initially by bringing out two toys and asking her to choose one to play with. We would then model ways she might use the toy and then leave her alone to explore the possibilities. Typically her response was to imitate what we had done — at this point a valuable skill — and sometimes she would practice this over and over again. Sometimes we used this technique in a small group where children all had the same materials. This provided a variety of models for Marisa to imitate and a variety of skills.

There were times when Marisa did not seem to be engaged but really was. Although she did not initiate or join groups on her own, she often would approach a group and observe their play. We used this observation time for language stimulation with Marisa by describing what the children were doing, what was being said, and sometimes pretending that Marisa was in the group and talking about what she was doing there.

We used peers to engage Marisa in learning also, but in a limited way. The difference in both size and development between Marisa and the other children in our class was obvious and some of the children tended to be patronizing and overly helpful at times. In choosing other children to be helpers, we typically chose a higher functioning child with good social skills and little interest in "mothering." During the year we taught two children to prompt Marisa to respond to invitations to play and to use language to describe their activity.

Observe — For Progress, Interests, and Emerging Skills

As with any young child, Marisa changes — sometimes in giant leaps, but more often in minute steps. We found that if we wanted to provide activities that were really relevant to her changing abilities we had to be aware of when and how changes occurred. It was fun to note and share her progress with her parents, therapists, and special education teachers and to pat ourselves on the back for our success.

It was also important to note how Marisa's interests changed as she developed new skills. We were able to use these observations to bring in new materials and introduce new activities. For a time she became extremely interested in dogs. We talked about the colors and sizes of dogs, "walked" like dogs on all fours, and barked like dogs to indicate that we had chosen a specific toy. At another time she became keenly interested in blocks. This provided an excellent avenue to integrate her into building activities with other children, and although she was particularly concerned with stacking blocks up and knocking them down again, she was able to play alongside other children and watch their play.

Our observations were primarily focused on Marisa's emerging skills — skills she was just beginning to explore. Knowing what she was ready to do helped us to know where to put our — and Marisa's — energies rather than wasting time on skills she wasn't ready to learn. For example, Marisa for many months used only one word at a time to ask for things, describe, or name. One day she asked, "Me drink" instead of just "drink." We knew that use of the pronoun in relation to herself meant that she was beginning to grasp the concept of herself as a separate being as well as the idea of possession. We used this merging skill to work on body awareness ("me leg"), sharing and cooperation ("me toy"), and use of action words ("me jump"), and to model appropriate language ("Yes, that's your toy.").

Plan!!

None of the things we've described would have occurred without serious, ongoing planning. The first step was to develop an individual education program for Marisa based on information from her parents, her special education teacher, her therapists, and us — her regular preschool teachers. This program mapped out what we thought would be the best goals, objectives, and strategies for working with Marisa throughout the year, how much time she would spend in each classroom, and how much time her therapists would spend with her.

Each day we discussed our observations of Marisa as well as the other children, looked at resources for the next indicated step, developed prescriptive plans, and integrated them into our daily classroom plans. We knew that if an activity for Marisa was not included in the plan it might not happen during our busy day.

We also met regularly with Marisa's therapists and special education teacher to share progress information, ideas of where to go next, and plan how each of us could reinforce and generalize Marisa's learning.

Planning with Marisa's parents was of major importance. We shared plans with them regarding step-by-step ways to help her learn a new skill and they helped us to plan activities that would carry over into their home and enrich Marisa's learning.

By the end of our year with Marisa we felt that she had grown, and so had we. We learned a lot about teaching, not just children with delays and handicaps, but all children. Marisa turned five in April and will be going to the special education kindergarten program at Target School. When we planned her transition in May, the team decided to begin her in a self-contained program with a goal of moving her gradually into a regular kindergarten. She'll still have the same therapists and her new teacher is enthusiastic about adapting her program so that therapy activities will go on in the classroom. Marisa's parents are very enthusiastic and had a lot of great ideas to share with the kindergarten teacher. Meanwhile, we're getting ready for a new year, and a new group of children including three new challenges — Devon, Nan, and Justin.

Source: Rap Newsletter, Vol. 4, No. 4

Transition

GOAL 5

BEST COPY AVAILABLE

LEVEL: ADMINISTRATOR

GOAL: #5 Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

COMPETENCY TYPE: KNOWLEDGE

OBJECTIVE: Participants will state definitions of developmentally and exceptionality-appropriate practices.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large or small group activity Have participants identify characteristics of developmentally and exceptionality-appropriate practices.	**Supplemental Resources** Bredekamp, Sue (1987) (R)	1. If a characteristic which is not consistent with appropriate practice is cited, gently point out the inconsistency and refer the participant to earlier readings. Note how these issues relate to a good transition model. Emphasize the issue of play-based intervention as a critical aspect of developmentally appropriate services.

LEVEL: ADMINISTRATOR

GOAL: #5 Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

COMPETENCY TYPE: SKILL

OBJECTIVE: Participants will be able to develop an evaluation and monitoring component of transition services which reflect model program and practices.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Large group activity Discuss issues related to cooperative transition agreements between agencies.	1. (A-H11) *Administrators' Packet*	1. Review Handout as an example of agreement.

ADMINISTRATORS' PACKET
Sample State Agreement

AGREEMENT BETWEEN MISSISSIPPI STATE DEPARTMENT OF EDUCATION AND ADMINISTRATION FOR CHILDREN, YOUTH, AND FAMILIES REGION IV

In order to facilitate further cooperation between the Mississippi public school program and the Head Start program for handicapped children, the following agreement is made:

1. As stated in the 1984-86 Plan for Part B of the Education of the Handicapped Act, Head Start personnel are contacted twice a year by local school district Child Finders to remind them that district personnel are continuing to look for handicapped children. Head Start is involved in the recruitment of preschool handicapped children. Head Start Personnel will refer those handicapped children who leave their program to the appropriate local school district and will, with parental approval, transfer these children's records to district personnel. When local school district personnel identify preschool handicapped children for whom there are no educational programs in the district, parents will be informed of the services available through Head Start.

2. All Examiners used by Head Start in the process of evaluating children to determine whether they have a handicap will meet State Department of Education criteria for Examiner approval. Local school district and Head Start personnel should work together to determine the acceptability of Head Start Examiners and to get them approved by the Screening Team (ST) utilized by that district. Approval of these Examiners by a ST and the State Department of Education will allow the use of the data generated by Head Start Examiners, if that data meets State Department of Education timelines for acceptance.

3. When local school district, State Department of Education, or Head Start personnel plan inservice in the special education area, they will consider (if space is available) inviting a representative from the other agency(s) to attend the training session.

4. Local School District and Head Start personnel should develop procedures for a smooth transition for handicapped children from Head Start to the district program. These procedures should include:
   a. timelines for Head Start to refer handicapped children who will be school age the following year,
   b. confidentiality of all student records,
   c. definition of who is responsible for what in the transition process,
   d. a clear definition of what is required for entry into a school district program for handicapped children, and
   e. how Head Start handicapped children and their parents are to be oriented as to the process for entry into the school district program.

SAMPLE COOPERATIVE AGREEMENT AND TRANSITION PLAN

The transition plan can be developed using the MBO approach and should include the following dimensions:

1. An introductory statement of how and when the Head Start staff, Head Start parents, and each Local Education Agency were involved in determining transition needs.
2. An overview of current transition activities that have already been established, along with future coordinated efforts.
3. Methods used to identify transition issues of *all children*, including *children with handicaps*, should be stated. Specific transition issues to be addressed should be incorporated into the plan or as an attachment.
4. Transition issues and activities attempted should be reviewed each year by both Head Start and LEAs to determine their effectiveness and any need for revisions and/or expansion.
5. Milestones should be monitored to ensure that activities are taking place as specified.
6. In a joint effort to develop strategies for a smooth transition, other collaborative ideas can be raised. Grantees should be encouraged to incorporate, develop, and/or explore arrangements that demonstrate an effort to work more closely together with the school district. This will help eliminate gaps in services, reduce costs, and/or improve the quality of programs for young children.

and

have agreed upon the following cooperative activities that will provide for the smooth transition of children leaving Head Start and entering the elementary school. All areas of collaboration involving the school system and Head Start will be in accordance with the policies and procedures of both agencies.

Objectives	*Procedures for School System*	*Procedures for Head Start*	*Timeline*
I. To make age appropriate referrals to the school system and to Head Start.	**I.** Refer preschool handicapped children and those suspected of having a handicap or in need of Head Start services to Head Start when appropriate.	**I.** Refer to school any identified school age children who are not enrolled in school.	When applicable
II. To assist in the provision of a smooth transition of children leaving Head Start and entering the school system, who are identified as, or suspected of being handicapped.	**II. A.** Arrange for LEA special education staff member to come to the Head Start program to explain school's special education process and services available to parents of children who are handicapped.	**II. A.** Schedule conferences with parents of graduating handicapped children with school's Child Find Coordinator. Permission for releases of information will be obtained.	December-April
	II. B. Begin school's assessment process for early eligibility ruling for school placement for Head Start children preparing to enter kindergarten.	**II. B.** The IEP, diagnostic reports, anecdotal reports, medical records, and other pertinent information will be shared with the school to assist in eligibility ruling.	March-June

III. To familiarize the school system with Head Start and Head Start with the school's guidelines, methods and concerns.	**III. A.** Make arrangements to send teachers or district representatives to Head Start centers for classroom observations. The school will notify Head Start in advance to set the time and place for observations.	**III. A.** Make arrangements to send teachers or Head Start representatives to schools for classroom observations. Head Start will notify the school in advance to set the time and place for observations.	February-April
	III. B. Work with Head Start on developing curriculum activities for transition.	**III. B.** In coordination with the school, develop or modify transition activities for children and families — based on differences and needs.	February-May
IV. To familiarize children leaving Head Start and their families with the school system.	**IV. A.** Provide Head Start representatives with information and materials on transition needs of children entering the elementary school and make these available to families of Head Start children.	**IV. A.** Invite parents and teachers of children leaving Head Start to a school system orientation meeting in Head Start facilities.	April-May
	IV. B. Conduct pre-registration for children leaving Head Start at end of year activities.	**IV. B.** Provide time and space for elementary school registration for Head Start children at end of year activities.	August
V. To share information, expertise and training between the school system's staff and Head Start, which may be beneficial in assisting persons who are interested in or working with young children.	**V. A.** Invite Head Start personnel to relevant training if space is available.	**V. A.** Invite school system personnel to relevant training if space is available.	Continual
	V. B. The school system will provide special education and early childhood personnel consultation assistance to Head Start and become involved in Head Start services when feasible.	**V. B.** Head Start will provide special or early childhood education services to the school system and become involved in school services when feasible.	
	V. C. Child Find Coordinator will observe atypical Head Start children and provide suggestions for intervention and diagnostic needs upon request from Head Start.	**V. C.** Provide available assessment, behavioral and medical information on Head Start atypical children to assist the school in making intervention recommendations.	
VI. To continue to discuss ways of coordinating transportation.	**VI.** Responsible Head Start and school system officials will agree to facilitate the sharing of transportation services, when feasible.	**VI.** Responsible Head Start and school officials will agree to facilitate the sharing of transportation services, when feasible.	Continual
VII. To evaluate plan periodically and coordinate collaboration efforts through biannual meetings.	**VII.** School and Head Start representatives meet to evaluate effectiveness of coordination efforts. Discussion will be continued on sharing resources (materials, children, providers, etc.) to increase comprehensive and quality services for children. Determination of needed modifications, expansions, and/or additions to written agreement will be made.		April and October

Special Services Representative, Head Start	Special Education Representative, School System
Education Representative, Head Start	Principal/Early Childhood Coordinator
Head Start Director	Superintendent

Date

CHILDHOOD INTERAGENCY TRANSITION MODEL

Records Feedback Form

In order to assess the usefulness of the records sent to ______________________

from ______________________. We have been asked to provide feedback to their staff.

Please complete this form and return it to ______________________

by ______________________. Thank you for your thoughtful responses.

1. Were the following records useful for carrying out the activities that are listed below?
   Y (yes)   N (no)

Record Type Received	Determine Eligibility	Identify Related Services	Decide on Placements	Develop IEP	Develop Instructional Plans
Standardized Test Results					
a. academic/ cognition	Y N	Y N	Y N	Y N	Y N
b. language/ communication	Y N	Y N	Y N	Y N	Y N
c. physical	Y N	Y N	Y N	Y N	Y N
d. social/ adjustment	Y N	Y N	Y N	Y N	Y N
Child Summary Form	Y N	Y N	Y N	Y N	Y N
Individualized Education Plan	Y N	Y N	Y N	Y N	Y N
Other ___________ (please specify)	Y N	Y N	Y N	Y N	Y N

2. What recommendations would you make for improving the records for the determination of eligibility for children?

3. What recommendations would you make for improving the records for the determination of placements and related services needs?

4. How could the records be improved for developing written individualized plan and instructional programs?

5. Additional comments:

Thank you!

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EARLY CHILDHOOD INTERAGENCY TRANSITION MODEL

Records Transfer Survey: Example

In order to ensure that children's records from Sno-Valley Birth to Five will meet our program's needs, we must know what information we will need from that agency.

Please list on this form any records you will need. Base your needs on your perspective as a teacher, occupational therapist, physical therapist, communication disorders specialist, psychologist, nurse, program coordinator, or director. Please route the form to **Marge Johnston** by **December 15, 1983.**

Note: Sample forms would be appreciated. Please attach them to this survey. Thank you.

Information Needed	How It Will Be Used	By Whom	Desired Format
Formal psychological and language testing scores from within last six months; Audiometric testing results; Physical-motor assessment scores; Individual program plan; Medical/health history; Specific service recommendations	Determine eligibility; Determine placement; Classroom programming; Identify therapy priorities; Assess health needs	Psychologist; Assessment team; Placement therapist, Communication/ language specialist; Classroom teacher; Nurse	Summary of test scores and age equivalence; Diagnostic reports; One page year-end summary; Standard medical history form

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EARLY CHILDHOOD INTERAGENCY TRANSITION MODEL

Program Overview Form

The Program Overview is designed to provide a format for describing your program to your transition agency partner in lieu of or in addition to an already developed brochure. The exchange of this information will further mutual understanding of programs.

School Year ____________________

Agency Program Name ____

Program Location ____

I. Description of Program

II. Population Served

III. Service Delivery Mode(s)
Center-Based ________ Home-Based ________
Center- and Home-Based ________

IV. Related Services
Communication/language therapy ______
Occupational therapy ______
Physical therapy ______
Other ________________ ______
Other ________________ ______

V. Parent Involvement
Conferences with staff ______
Regular newsletter to parents ______
Regular participation in program ______
Observation of program ______

VI. Assessment Tools Used

VII. Curricula Used

VIII. Contact-Name: ______________________________
Position: ______________________________
Address: ______________________________
____
Telephone Number: ______________________________

EARLY CHILDHOOD INTERAGENCY TRANSITON MODEL

Evaluation of Visit

Position: Administrator _____ Support Staff: _____
please specify
Teacher _____ Other: _____________
please specify

1. What did you like the most about the program visits?

2. What did you like the least?

3. How useful were the visits for giving staff an understanding of one anothers' program? (1=Not Very Useful; 4=Very Useful)
   1 2 3 4

4. Did the visits give you an opportunity to confer about specific children?
   Yes _______ No _______

5. Should reciprocal visits be made by staff next year?
   Yes _______ No _______

Comments/Recommendations:

Thank you!

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RAINBOW CONNECTION
PROFESSIONAL SATISFACTION RATING SCALE

Date: ______________ Sending Agency: ______________________________

Receiving Agency: ______________________________

Participation	**Strongly Disagree**		**Cannot Judge**		**Strongly Agree**
1. I am satisfied with my school's participation in planning for the transfer of students from this sending agency into my school/system.	1	2	3	4	5
2. Representatives from my school/district adequately participated in the planning and decision-making regarding the information/materials/equipment to be transferred with the children from this sending agency.	1	2	3	4	5
3. I am satisfied with the opportunities I had to plan the contents/format of in-service programs on the new children coming into my classroom.	1	2	3	4	5
4. I am satisfied with the opportunities I had to help plan for handicap awareness activities in my school/class.	1	2	3	4	5

Comments/Suggestions:

Preparation					
1. I was given appropriate and accurate information on each child transferring into my class from this sending agency.	1	2	3	4	5
2. I was given effective in-service training on each child transferring into my class from this sending agency.	1	2	3	4	5
3. I participated in the in-service program within an appropriate time frame following the child's transfer into my class.	1	2	3	4	5
4. The information and training I received on the child(ren) transferring into my class were crucial in providing an appropriate program immediately upon the child(ren)'s transfer.	1	2	3	4	5
5. I was adequately assisted in collaborating with other agencies/professionals who were involved with the child(ren) transferring into my class.	1	2	3	4	5

Once the child has been enrolled in his/her new program, the agencies involved in the transition process may want to determine the effectiveness of the process. Such evaluation will identify the strengths and needs of the process for both parents and staff, and will promote the development and maintenance of an effective and efficient transition plan.

The following forms are examples of evaluation instruments that could be utilized.

FAMILY TRANSITION SATISFACTION SCALE

DIRECTIONS: For each item, circle the number which indicates the parent's level of satisfaction or dissatisfaction. (O = Does Not Apply; 1 = Extremely Dissatisfied; 6 = Extremely Satisfied)

How satisfied or dissatisfied are you with:

1. The time of year you began to plan child's transition?	0	1	2	3	4	5	6
2. Written or printed information you received about the new school?	0	1	2	3	4	5	6
3. Other information you received about the transition process?	0	1	2	3	4	5	6
4. Your choices of placement options?	0	1	2	3	4	5	6
5. Decisions you made about your child's placement?	0	1	2	3	4	5	6
6. Pretransition visits you made to your child's new program?	0	1	2	3	4	5	6
7. Pretransition visits your child made to the new program?	0	1	2	3	4	5	6
8. Your child's readiness when he or she entered the new program?	0	1	2	3	4	5	6
9. Your child's adjustment to the new program?	0	1	2	3	4	5	6
10. Your adjustment to the new program?	0	1	2	3	4	5	6
11. Your family's adjustment to the new program?	0	1	2	3	4	5	6
12. Teacher to teacher contacts between schools regarding your child?	0	1	2	3	4	5	6

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DIRECTIONS: For each item, place a "P" (for preschool) or "K" (for kindergarten) over the number which indicates the parent's level of satisfaction or dissatisfaction.

How satisfied or dissatisfied are you with:

1. Parent and professional collaboration during your child's transition?	0	1	2	3	4	5	6
2. The way you and your child's teachers have communicated?	0	1	2	3	4	5	6
3. Home activities you received from your child's school?	0	1	2	3	4	5	6
4. The time you have spent at home working with your child?	0	1	2	3	4	5	6
5. The time you have spent in your child's classroom?	0	1	2	3	4	5	6
6. Informal meetings you have had with your child's teachers?	0	1	2	3	4	5	6
7. Formal parent-teacher conferences?	0	1	2	3	4	5	6
8. Your child's IEP meetings?	0	1	2	3	4	5	6
9. Your opportunities to participate in the parent-teacher meetings and IEP conferences?	0	1	2	3	4	5	6
10. The availability of special services for your child?	0	1	2	3	4	5	6

EARLY CHILDHOOD INTERAGENCY TRANSITION MODEL

Transition Troubleshooting Guide

Evaluation of Current Transition Process

The following questions will help you evaluate the effectiveness of your current transition procedures. If your answer is no or a qualified yes to any of the five questions, this Model will help you improve your transition procedures.

1. Do your current transition procedures include full participation by parents, and sending and receiving agency staffs?

   Yes _______ No _______

2. Is there an established transition process between agencies?

   Yes _______ No _______

3. Do all people involved understand what the major transition events are, who will be involved, who is responsible for each activity, how the transition will be carried out, and what is the timing of the events?

   Yes _______ No _______

4. Do you find that there is continuity in services for children who are moving to a new program?

   Yes _______ No _______

5. Do you have standard methods for evaluating your transition procedures?

   Yes _______ No _______

Selection of Strategies

The following problem statements will help you and your transition partner(s) select specific strategies to improve your transition procedures. Review the problems, and circle those that apply to your existing transition process. The strategies that will help solve these problems are indicated on the right-hand side of the page. Then, look up the specific strategies shown within each of the major sections.

LEVEL: ADMINISTRATOR

GOAL: #5 Apply the cumulative base from goals 1-4 to model practice, process, and advocacy for young children, including those with disabilities, in the delivery of transition services.

COMPETENCY TYPE: VALUE/ATTITUDE

OBJECTIVE: Participants will be able to advocate for transition services through a strong knowledge and skill base of developmentally and exceptionality-appropriate practice.

ENABLING ACTIVITIES	RESOURCES/MEDIA/READINGS	LEADER NOTES
1. Facilitate large group discussion of ways to advocate for transition services that reflect appropriate practices.	1. Handout (A-H12) *Strategies to Inform Others*	1. Note how participants might need to show sensitivity to diversity (e.g., ability, cultural, racial, religious, gender, etc.) when advocating for transition services.

STRATEGIES TO INFORM OTHERS ABOUT DEVELOPMENTALLY APPROPRIATE PRACTICE

All individuals involved in the education of young children — teachers, administrators, and parents — are responsible for ensuring that practices are developmentally appropriate. However, no early childhood professional should abdicate this responsibility in the absence of support from colleagues or supervisors. What can early childhood educators do to fulfill this professional responsibility?

Know what you do and clearly articulate it to others

The lack of understanding about developmentally appropriate practices on the part of many parents, teachers, and administrators is largely the result of the failure of early childhood professionals to clearly articulate what they do and why they do it. Lay-Dopyera and Dopyera (1987) suggest that many early childhood professionals rely on *knowing in action* expertise. Behaviors are carried out almost automatically with little thought to them before or during their performance. These behaviors seem to be natural and we are unaware of where or when they were learned. Perhaps we saw others behaving in this way, noted that it worked, and adopted these strategies without understanding why. Lay-Dopyera and Dopyera (1987) suggest that early childhood professionals adopt what Donald Schon (1983) calls *reflecting in action*. This means that one pays attention to what one is doing while doing it and thinks about how it is working. Reflecting while teaching helps early childhood professionals to eternalize what they do and to explain what they do and why they do it. This book can facilitate the understanding of developmentally appropriate practice, help bring it to consciousness, and assist you in informing others about it. Following are some other suggestions to help adults internalize and convey information about developmentally appropriate practice.

- Read this publication. Use the terminology and definitions as you talk about developmentally appropriate practice.
- Use this publication to assess your own teaching. Identify areas to improve upon and then work on them one at a time.
- Use this publication and other professional materials (position statements from other organizations, articles in educational journals, books) to support your position.
- Join professional organizations. These groups provide teachers with resources; opportunities for professional development such as publications, conferences, meetings, and workshops; and a support system.
- Identify other individuals or groups in your community who are working to provide developmentally appropriate experiences for children. If no group exists, start one.
- Identify individuals in leadership positions who support your view and can influence others about inappropriate practice.

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Help parents understand developmentally appropriate practice

- Describe your program to parents when children enroll. Provide orientation, parents' meetings, open houses, and parent conferences.
- Use this publication and other professional materials to prepare your presentation and cite your sources. Share these materials with parents.
- Develop a professional library for parents.
- Show a videotape or slides of your classroom demonstrating appropriate practices and explaining the rationale.
- Post signs at each learning center describing the learning that is occurring through developmentally appropriate experiences in that center.
- Mention that you have had specialized training to learn about young children's unique learning styles and appropriate learning practices.
- Inform parents that you are a member of professional organizations, attend professional meetings, and read current research.
- Send letters or a newsletter to parents describing what children are learning when they work on projects or take field trips.
- Create a parents' bulletin board in or near your classroom, displaying information about and examples of developmentally appropriate practice.
- Use parent volunteers in the classroom. Firsthand experience will promote greater understanding and awareness of developmentally appropriate practice.
- Encourage parent visits. Prepare guidelines telling parents what to look for as they observe active learning.
- Keep a file of children's drawings, writing, artwork, projects, and other products (dated), along with anecdotal records to document and describe development and learning to parents.
- Write articles and take photographs of children engaged in developmentally appropriate projects. Share these with your local newspaper.
- Use the Week of the Young Child and other opportunities to educate parents and the public about developmentally appropriate practice.
- When parents compliment your program, ask them to tell or write your program administrator.
- Develop a network of supportive parents. Involve them with parents who are skeptical of developmentally appropriate practice.
- If a parent asks a question or makes a comment that you do not have time to adequately address, offer to phone them later or to set up a conference after you have had time to organize your thoughts and materials.

Help administrators understand developmentally appropriate practice

Many of the same suggestions mentioned for parents can be used with those in leadership roles in early childhood programs. Following are some additional suggestions.

- Invite your director, supervisor, curriculum consultant, and/or principal to participate in the parent orientation program.
- Ask knowledgeable support personnel to talk with administrators.
- Share textbooks, position statements, and articles from professional journals with administrators.
- Inform your administrator that you are involved in professional organizations, attend professional meetings, and read current research.
- Make administrators honorary members of your local Affiliate Group or other professional groups. Honor them at special meetings for their contributions on behalf of young children.
- Invite administrators to your classroom to participate in activities — reading a story, cooking, or working on a project.
- Share information in a nonthreatening and nondefensive way.
- If an administrator asks a question or makes a seemingly critical comment and you do not have the time to adequately explain, suggest that you have some professional material that you would like to share and schedule a time to discuss the issue more fully.
- Share one or more of the following articles published by the National Association of Elementary School Principals.
  Caldwell, B. (1987). The challenge of the third grade slump. Principal, 66(5), 10-14.
  Cheever, D., & Ryder, A. (1986). Quality: The key to a successful program. Principal, 65(6), 18-21.
  Elkind, D. (1981). How grown-ups help children learn. Principal, 60(5), 20-14.
  Elkind, D. (1986). In defense of early childhood education. Principal, 65(5), 6-9.
  Featherstone, H. (1986). Preschool: It does make a difference. Principal, 65(5), 16-17.
  Fielas, M., & Hillstead, D. (1986). Reading begins with scribbling. Principal, 56(5), 24-27.
  Jennings, G., Burge, S., & Stek, D. (1987). Half-steps from kindergarten to second grade. Principal, 66(5), 22-25.
  Kamil, C. (1981). Piaget for principals. Principal, 60(5), 8-11.
  Nichols, C. (1987). Training new parents to be teachers in rural Missouri. Principal, 66(5), 18-21.
  Pool, C. (1986). Here come the four-year-olds. Principal, 65(5), 4.
  Robinson, S. (1987). Are public schools ready for four-year-olds? Principal, 66(5), 26-28.
  Sava, S. (1985). The right to childhood. Principal, 64(5), 56.
  Seefeldt, C. (1985). Tomorrow's kindergarten: Pleasure or pressure? Principal, 54(5), 12-15.
  Zigler, E. (1987). Should four-year-olds be in school? Principal, 65(5), 10-15.

Help other teachers understand developmentally appropriate practice

Some of the ideas suggested for increasing parents' and administrator's understanding of developmentally appropriate practice may be used with teachers. Following are some additional ideas.

- Respond calmly to other teachers' seemingly critical remarks. Maintain communication with colleagues. Discuss your ideas positively and work to continue relationships.
- Informally share information in the teacher's lounge, at lunch, in the office, or before and after the school day.
- Share professional articles, journals, and research with colleagues.

How teacher educators can promote developmentally appropriate practice

- Help students internalize developmentally appropriate practice through course materials and field experiences.
- Prepare students for the "real world." Acquaint them with the reasons parents, administrators, and other teachers may not understand the value of developmentally appropriate practice.
- Provide opportunities for students to demonstrate their ability to communicate about developmentally appropriate practice with others (exams, role play, field experiences, student teaching).
- Provide students with current research documenting the effectiveness of developmentally appropriate practice. Encourage them to maintain a file of such resources.
- Conduct research projects in conjunction with classroom teachers on the short- and long-term effects of appropriate and inappropriate practices across the full age span of early childhood, birth through age 8.

Help legislators and policymakers understand developmentally appropriate practice

- Send copies of this publication (or shorter brochures) to key legislators and policymakers, including school board members.
- Share this publication and others about developmentally appropriate practice with key groups such as the local PTA and other educational and professional organizations.
- Write to and meet with policymakers and legislators about the need to provide adequate resources and standards for developmentally appropriate programs. Quote from and reference this book to substantiate your position.

Work with state education administrators and other program administrators

- Know who the decision makers are in your state.
- Establish and maintain contacts and make sure professional organizations have a contact person who keeps members informed.
- Share this publication and other related materials with decision makers.
- Invite state leaders to speak at professional meetings and use public forums to discuss issues of developmentally appropriate practices.

Help publishers and corporations understand developmentally appropriate practice

- Encourage publishers and corporations to use editors and consultants with training and experience in early childhood development and education.
- Share copies of this book with them.
- Write and thank them if their products are developmentally appropriate.
- Write and explain why a product is developmentally inappropriate. Make suggestions.
- Visit the exhibits at professional meetings. Write letters or give on-the-spot feedback about the appropriateness of exhibitors' products for young children.
- Develop criteria for evaluating products or textbooks that can be used to make curricular decisions for children.

Source: Bredekamp, Sue (1987).

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